



Curriculum Alignment with

Maine's Guidelines for Learning and Development

Grade: **Ages Birth to 12 months** - Adopted: **2015**

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	B-8.1.1.1.	Explores what own body can do by:
GRADE EXPECTATION	B-8.1.1.1.1.	<p>Looking</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE EXPECTATION	B-8.1.1.1.2.	<p>Chewing</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:</p>
GRADE EXPECTATION	B-8.1.1.1.3.	<p>Reaching</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>
GRADE EXPECTATION	B-8.1.1.1.4.	<p>Grabbing</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.
EXPECTATION	B-8.1.1.2.	Has a limited understanding that he or she is responsible for some of the fascinating events in the environment:
GRADE EXPECTATION	B-8.1.1.2.1.	Kicks to move a mobile <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.1.1.2.2.	Imitates an adult's simple facial expressions <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.1.	Comforts self by:
GRADE EXPECTATION	B-8.1.2.1.1.	Clutching toy <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

GRADE EXPECTATION	B-8.1.2.1.2.	Sucking thumb <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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GRADE EXPECTATION	B-8.1.2.1.3.	Stroking blanket <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.2.	Starts, maintains, or stops social contact through:
GRADE EXPECTATION	B-8.1.2.2.1.	Looks <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and

		child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE EXPECTATION	B-8.1.2.2.2.	Gestures <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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GRADE EXPECTATION	B-8.1.2.2.3.	Sounds <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.1.2.2.4.	Smiles <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.3.	Anticipates being lifted or fed:
GRADE EXPECTATION	B-8.1.2.3.1.	Molds body <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

GRADE EXPECTATION	B-8.1.2.3.2.	Opens mouth <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.2.	Self-Regulation: Development of the ability to regulate emotions and mood.
EXPECTATION	B-8.1.2.4.	Signals when full:
GRADE EXPECTATION	B-8.1.2.4.1.	Pushes bottle away
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

GRADE EXPECTATION	B-8.1.2.4.2.	Stops nursing
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.3.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices.
EXPECTATION	B-8.1.3.2.	Recognizes holding/touching/own hands and feet
		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.1.	Signals adult for attention or help
GRADE EXPECTATION	B-8.1.4.1.1.	Crying, gesturing, or moving
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.3.	Takes turn acting and reacting to adults
GRADE EXPECTATION	B-8.1.4.3.1.	Pausing sucking when mother stops rocking
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.1.4.3.2.	Widening eyes every time a caregiver shakes a toy
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.1.4.3.3.	Cooing each time a caregiver stops talking to <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.4.	Is more easily soothed by sound of primary caregivers' voices than others' voices <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.5.	Imitations of simple facial expressions
GRADE EXPECTATION	B-8.1.4.5.1.	Puckering the lips <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.1.4.5.2.	Sticking out tongue <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.6.	Responds to being held
GRADE EXPECTATION	B-8.1.4.6.1.	Calming down <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.1.4.6.2.	Molding body to fit the holder's body <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE EXPECTATION	B-8.1.4.6.3.	Growing quiet and still and studying the adult's face <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.7.	When being talked to, attends to the speaker <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.8.	Stays awake longer if adult interacts with him or her
GRADE EXPECTATION	B-8.1.4.8.1.	If caregiver shows facial expressions, infant attends longer <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.9.	Shows preference for familiar adults
GRADE EXPECTATION	B-8.1.4.9.1.	Reaching out for primary caregiver; cooing more readily and broadly, smiling more often, and more easily soothed around a familiar adult <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.1.4.9.2.	Squealing and kicking when familiar adult appears <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.10.	Smiles socially
GRADE EXPECTATION	B-8.1.4.10.1.	Smiling in response to social contact or to begin social contact
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.4.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves.
EXPECTATION	B-8.1.4.11.	Shows expressions of surprise, sadness, disgust, anger and fear
		<u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.1.	Cries if another infant cries
		<u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.2.	Looks intently at another infant
GRADE EXPECTATION	B-8.1.5.2.1.	Mutual gaze
		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.3.	Looking at others is often paired with excitement

GRADE EXPECTATION	B-8.1.5.3.1.	<p>Arm and leg flailing</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.4.	<p>Reaches out to touch peer's face, hair, or other body part</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.5.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.
EXPECTATION	B-8.1.5.5.	Grabs for an object a peer is holding
GRADE EXPECTATION	B-8.1.5.5.1.	<p>Reaches for a doll or stuffed animal another infant is holding</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.6.	Social intelligence: Awareness of diversity and difference
EXPECTATION	B-8.1.6.1.	Responds positively to primary caregivers
GRADE EXPECTATION	B-8.1.6.1.1.	<p>Eyes brighten, cuddles</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

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CATEGORY / PERFORMANCE INDICATOR	B-8.1.	Development into social beings (Young Infants: Birth to 8 months)
STANDARD	B-8.1.6.	Social intelligence: Awareness of diversity and difference
EXPECTATION	B-8.1.6.2.	Responds to familiar/unfamiliar environment
GRADE EXPECTATION	B-8.1.6.2.1.	<p>Smiles, reaches out, or frowns, stares</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.1.	Display reflexes
GRADE EXPECTATION	B-8.2.1.1.1.	<p>Reflexes at birth: stepping, palmer grasp, Babinski (extension of toe when foot stroked), Moro (startle) reflex, rooting and sucking, hand-to-mouth, righting head up, eyes open when held upright, tonic neck (head to side, arm extended), swimming (moves arms in swimming motion)</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>

GRADE EXPECTATION	B-8.2.1.1.2.	<p>Reflexes that develop after birth: reciprocal kicking (bicycling), neck righting (body follows turn of head), parachute (catching self from falling), Landau (arm and leg extension while on stomach)</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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GRADE EXPECTATION	B-8.2.1.1.3.	<p>As new reflexes appear some of original are integrated</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.2.	Newborns bring information in through senses:
GRADE EXPECTATION	B-8.2.1.2.1.	<p>Visual system immature (attentive to black and white and objects of contrasting colors).</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>

GRADE EXPECTATION	B-8.2.1.2.2.	<p>Nearsighted.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and</p>
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		<p>child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE EXPECTATION	B-8.2.1.2.3.	<p>Infant may become fixated visually.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>
GRADE EXPECTATION	B-8.2.1.2.4.	<p>Preference for slower, high pitched sounds</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p>
GRADE EXPECTATION	B-8.2.1.2.5.	<p>Can distinguish mother's or father's voice from that of a stranger</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p>
GRADE EXPECTATION	B-8.2.1.2.6.	<p>Sensitivity to touch highly variable</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>
GRADE EXPECTATION	B-8.2.1.2.7.	<p>Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
GRADE EXPECTATION	B-8.2.1.2.8.	<p>Can distinguish smell of mother from others</p> <p><u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:</p>
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development

CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.3.	Infants show increased visual ability and perception:
GRADE EXPECTATION	B-8.2.1.3.1.	Increased ability to detect detail <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.2.1.3.2.	Ability to coordinate visual information from each eye <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.1.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.
EXPECTATION	B-8.2.1.4.	Infants show increased integration of sensory stimulation
GRADE EXPECTATION	B-8.2.1.4.1.	Respond to what they see, for instance an infant might move toward desired person or object <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.2.1.4.2.	Look for source of noise, such as dropped toy <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.2.1.4.3.	Shows taste preference <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and
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		child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.2.1.4.4.	Display tactile needs and response (i.e. infant wants to bite something for teething and puts fingers in mouth) <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.2.	Coordination of muscle control:
GRADE EXPECTATION	B-8.2.2.2.1.	Turns from back to stomach and stomach to back <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

GRADE EXPECTATION	B-8.2.2.2.2.	May move from place to place by rolling <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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GRADE EXPECTATION	B-8.2.2.2.3.	Inches forward or backward on stomach or back <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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GRADE EXPECTATION	B-8.2.2.2.4.	Sits unsupported <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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GRADE EXPECTATION	B-8.2.2.2.5.	Begins bouncing when held <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)

STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.3.	May almost sit while rolling over <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.4.	Begins to use arms and legs purposefully
GRADE EXPECTATION	B-8.2.2.4.1.	Claps hands <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

GRADE EXPECTATION	B-8.2.2.4.2.	Pounds on things with hands <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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GRADE EXPECTATION	B-8.2.2.4.3.	Kicks at objects <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.2.	Gross-motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	B-8.2.2.5.	Holds arms out for jacket or lifts arms so T-shirt can be taken off <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.1.	Stares at objects, especially faces; begins to coordinate eyes <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

EXPECTATION	B-8.2.3.2.	Grasp reflex diminishing <u>Progress Monitoring Skills</u>
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		<p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.3.	Reaches for object with both arms but with hands fist
GRADE EXPECTATION	B-8.2.3.3.1.	<p>Swipes and misses desired objects</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>

GRADE EXPECTATION	B-8.2.3.3.2.	<p>Reaches with one arm and grasps at will</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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GRADE EXPECTATION	B-8.2.3.3.3.	<p>Grasps, releases, "re-grasps", and releases object again</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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GRADE EXPECTATION	B-8.2.3.3.4.	<p>Can grasp thumb and forefinger but not well yet</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to</p>
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		play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.4.	Brings objects to mouth <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.5.	Beginning eye hand coordination:
GRADE EXPECTATION	B-8.2.3.5.1.	Manipulates object in hand, transfers object from one hand to another <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.3.	Fine Motor Skills (Small Muscle): Eye-hand or skilled sensory coordination
EXPECTATION	B-8.2.3.6.	Follows a slowly moving object with eyes <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.4.	Self-help/Adaptive skill development: Using motor skills to show adaptation and self-regulation strategies.
EXPECTATION	B-8.2.4.1.	Displays signs of self-comforting:
GRADE EXPECTATION	B-8.2.4.1.1.	Sucks thumb to pacify self <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
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CATEGORY / PERFORMANCE INDICATOR	B-8.2.	Development of strong and healthy bodies (Young Infants: Birth to 8 months)
STANDARD	B-8.2.4.	Self-help/Adaptive skill development: Using motor skills to show adaptation and self-regulation strategies.
EXPECTATION	B-8.2.4.2.	Shows signs of self-feeding:
GRADE EXPECTATION	B-8.2.4.2.1.	Begins to hold own bottle/cup <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

GRADE EXPECTATION	B-8.2.4.2.2.	Begins to feed self infant foods <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.1.	Maintains eye contact with person looking at him or her:
GRADE EXPECTATION	B-8.3.1.1.2.	Shows preference for voice of primary caregivers <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.2.	Reacts to human voice:
GRADE EXPECTATION	B-8.3.1.2.1.	Turns toward conversation <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

GRADE EXPECTATION	B-8.3.1.2.2.	Quiets self <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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GRADE EXPECTATION	B-8.3.1.2.3.	Appears to watch or listen <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.3.	Reacts to new voices or sounds by becoming more quiet or active:
GRADE EXPECTATION	B-8.3.1.3.1.	Awakens at loud sounds <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:

GRADE EXPECTATION	B-8.3.1.3.2.	Startles or cries from loud sounds <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.3.1.3.3.	Shows different responses to tone of voice <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.3.1.3.4.	Looks around for source of sounds <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)

STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.4.	Enjoys inflection and modulation of voices, especially that of the primary caregiver:
GRADE EXPECTATION	B-8.3.1.4.1.	Initially more responsive to motherese <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.3.1.4.2.	Enjoys sound of singing <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 31- Demonstrates scientific inquiry skills: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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GRADE EXPECTATION	B-8.3.1.4.3.	Enjoys sound of words from books being read <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 31- Demonstrates scientific inquiry skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.5.	Distinguishes familiar voices from other sounds:
GRADE EXPECTATION	B-8.3.1.5.1.	Turns toward familiar sounds <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to

		explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.3.1.5.2.	Reaches for caregivers face or voice <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.
EXPECTATION	B-8.3.1.6.	Exhibits participation when books are read:
GRADE EXPECTATION	B-8.3.1.6.1.	Fingers or looks at books when read <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.1.	Initiates communication with caregiver:
GRADE EXPECTATION	B-8.3.2.1.2.	Looks intently at caregiver <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.3.2.1.4.	Smiles or gestures to initiate social contact <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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GRADE EXPECTATION	B-8.3.2.1.5.	Moves body in anticipation of being lifted or picked up <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self.

		Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.2.	Makes a variety of repetitive sounds or gestures:
GRADE EXPECTATION	B-8.3.2.2.1.	Babbles and coos to self as well as to others
		<u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.3.2.2.2.	Pairs consonants and vowels such as “ma” or “da” with repetition <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
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GRADE EXPECTATION	B-8.3.2.2.3.	Uses hands to express self <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.3.	Imitates tones or inflections and actions made by caregiver:
GRADE EXPECTATION	B-8.3.2.3.1.	Smiles in response to caregiver smile <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

GRADE EXPECTATION	B-8.3.2.3.2.	Responds “ba” to caregiver saying “ba” <u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.2.	Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of

		relationship. NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.
EXPECTATION	B-8.3.2.4.	Uses a variety of means to express feelings or needs
GRADE EXPECTATION	B-8.3.2.4.1.	Differentiated cries to signal hunger or anger <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

GRADE EXPECTATION	B-8.3.2.4.2.	Kicks feet/waves arms <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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GRADE EXPECTATION	B-8.3.2.4.3.	Smiles/laughs to express pleasure <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.3.	Emotional Understanding: Understanding of the emotional expressions of self and others.
EXPECTATION	B-8.3.3.1.	Can distinguish facial expressions such as:
GRADE EXPECTATION	B-8.3.3.1.1.	Happiness <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

GRADE EXPECTATION	B-8.3.3.1.2.	Anger <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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GRADE EXPECTATION	B-8.3.3.1.3.	Sadness <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.3.	Development of the ability to communicate (Young Infants: Birth to 8 months)
STANDARD	B-8.3.4.	Emotional Expression: Ability to communicate feelings.

EXPECTATION	B-8.3.4.1.	Displays a wide range of emotions, both positive and negative, as well as interest and curiosity:
GRADE EXPECTATION	B-8.3.4.1.1.	Social smile occurs <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

GRADE EXPECTATION	B-8.3.4.1.2.	Laughter is apparent <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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GRADE EXPECTATION	B-8.3.4.1.3.	Shows surprise, sadness, disgust, anger and fear <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.1.	Displays reflexes that set the stage for sensory exploration toward intellectual development
GRADE EXPECTATION	B-8.4.1.1.1.	Turns head toward nipple <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

GRADE EXPECTATION	B-8.4.1.1.2.	Grasps finger of caregiver when placed in palm <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.2.	Directs attention toward caregiver's face or voice

GRADE EXPECTATION	B-8.3.5.2.1.	<p>Gazes at caregiver's face during feeding</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.
EXPECTATION	B-8.4.1.3.	Directs attention toward objects
GRADE EXPECTATION	B-8.3.5.3.1.	<p>Reaches and grasps for objects or stares at them</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>

GRADE EXPECTATION	B-8.3.5.3.2.	<p>Reacts to new objects, voices, sounds and touch by becoming more active or quiet</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.1.	Engages in immediate and deferred imitation of facial expressions
GRADE EXPECTATION	B-8.4.2.1.1.	<p>Smiles back at caregiver</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

GRADE EXPECTATION	B-8.4.2.1.2.	<p>Smiles when familiar adult re-enters room</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)

STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.2.	Uses more than one sense at a time
GRADE EXPECTATION	B-8.4.2.2.1.	Uses sight, hearing and touch to examine and shake a toy to elicit a sound <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:

GRADE EXPECTATION	B-8.4.2.2.2.	Mouthing and banging a toy <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.3.	Looks for or orients toward dropped object
GRADE EXPECTATION	B-8.4.2.3.1.	Looks down when drops a toy from table <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	B-8.4.2.4.	Repeats making a pleasing sight, sound, or motion to continue
GRADE EXPECTATION	B-8.4.2.4.1.	Kicks or swats mobile, and repeats over days and weeks

		<u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
GRADE EXPECTATION	B-8.4.2.4.2.	Continues to bang an object to repeat a sound <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.1.	Imitates sounds and gestures <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.2.	Observes and feels the rhythm of simple daily routines
GRADE EXPECTATION	B-8.4.3.2.1.	Rocking to sleep <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
GRADE EXPECTATION	B-8.4.3.2.2.	Riding in a stroller <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
GRADE EXPECTATION	B-8.4.3.2.3.	Listening to an adult voice reading or singing <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:

		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR STANDARD	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.3.	Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells
GRADE EXPECTATION	B-8.4.3.3.1.	Shakes rattle <u>Progress Monitoring Skills</u> Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.4.3.3.2.	Mouths a toy <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
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GRADE EXPECTATION	B-8.4.3.3.3.	Runs hand over face of caregiver <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR STANDARD	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.4.	Begins to repeat chance sensorimotor activities to elicit a reaction
GRADE EXPECTATION	B-8.4.3.4.1.	Bang hands on table <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

GRADE EXPECTATION	B-8.4.3.4.2.	Drop a toy <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.5.	Anticipates being lifted and moves body accordingly
GRADE EXPECTATION	B-8.4.3.5.1.	Stiffens body in preparation for being lifted <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

GRADE EXPECTATION	B-8.4.3.5.2.	Stretches arms up toward caregiver <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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GRADE EXPECTATION	B-8.4.3.5.3.	Tries to lift head toward caregiver <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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STRAND / DOMAIN	ME.B-8.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	B-8.4.	Development of curious minds (Young Infants: Birth to 8 months)
STANDARD	B-8.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	B-8.4.3.6.	Experiments with self-soothing activities <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

EXPECTATION	B-8.4.3.7.	Finds hidden objects <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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