



Curriculum Alignment with

Michigan Early Childhood Standards of Quality

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

STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.1.	Infants and toddlers experience environments where their physical health is promoted.
EXPECTATION	ECSQ-IT.A.1.a.	<p>Increasing awareness, understanding, and appreciation of their bodies and how they function.</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
EXPECTATION	ECSQ-IT.A.1.b.	<p>Increased coordination (e.g., eye-hand movements)</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	ECSQ-IT.A.1.c.	<p>Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>
EXPECTATION	ECSQ-IT.A.1.d.	<p>Positive attitudes towards eating, sleeping, toileting, and active movement.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.2.	Infants and toddlers experience environments where their social and emotional well-being is nurtured.
EXPECTATION	ECSQ-IT.A.2.a.	<p>Emerging skill in self-regulation.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:</p>
EXPECTATION	ECSQ-IT.A.2.b.	<p>An increasing capacity to pay attention, focus, concentrate, and be involved.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>
EXPECTATION	ECSQ-IT.A.2.c.	<p>A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 14- Demonstrates self-control:</p> <p>Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	ECSQ-IT.A.2.d.	<p>A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 13- Engages in self-expression:</p>
EXPECTATION	ECSQ-IT.A.2.e.	<p>An increasing ability to identify their own emotional responses and those of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
EXPECTATION	ECSQ-IT.A.2.f.	<p>Confidence and ability to express emotional needs without fear.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
EXPECTATION	ECSQ-IT.A.2.g.	<p>Trust that their social-emotional needs will be responded to.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
EXPECTATION	ECSQ-IT.A.2.h.	<p>A trusting relationship with nurturing and responsive caregivers.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
EXPECTATION	ECSQ-IT.A.2.i.	<p>The ability to respond and engage in reciprocal interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>
EXPECTATION	ECSQ-IT.A.2.j.	<p>Emerging capacities for caring and cooperation.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.3.	Infants and toddlers experience environments where they are kept safe from harm.
EXPECTATION	ECSQ-IT.A.3.a.	Increasing awareness of what can harm them.

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	ECSQ-IT.A.3.b.	Increasing confidence that they can participate and take risks without fear of harm. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	ECSQ-IT.A.3.c.	Comfort in expressing their fears openly with trust that their fears will be taken seriously. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression:
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.1.	Infants and toddlers experience environments where they know they belong and have a place.
EXPECTATION	ECSQ-IT.B.1.a.	An attachment to their primary caregivers and primary care group. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.2.	Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.
EXPECTATION	ECSQ-IT.B.2.a.	An understanding of the routines, family customs, and regular events of the program. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	ECSQ-IT.B.2.b.	An understanding that these routines, customs, and regular events can differ from their homes and from other settings. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	ECSQ-IT.B.2.d.	Capacities to predict routines and regular events that make up the day or the session. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	ECSQ-IT.B.2.e.	A growing ability to cope with change. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

		Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	ECSQ-IT.B.2.f.	<p>Enjoyment of and interest in a moderate degree of change.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	ECSQ-IT.B.2.g.	<p>Increasing mastery of self-help skills to assist with daily personal routines.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
EXPECTATION	ECSQ-IT.B.2.h.	<p>An increasing sense of independence and competence during daily routines and activities.</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>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.3.	Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.
EXPECTATION	ECSQ-IT.B.3.a.	<p>An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p><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:</p>
EXPECTATION	ECSQ-IT.B.3.b.	<p>A recognition that the setting has reasonable boundaries and expectations for behavior.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	ECSQ-IT.B.3.c.	<p>The beginning of an understanding of the reasons for boundaries and expectations.</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	ECSQ-IT.B.3.d.	Expectations that the setting is predictable, fair, and consistently caring.

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	ECSQ-IT.B.3.e.	An increasing awareness of the impact and consequences of their actions <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
EXPECTATION	ECSQ-IT.B.3.f.	An increasing ability to self-regulate their behavior. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
EXPECTATION	ECSQ-IT.B.3.g.	The ability to express disagreement with peers and caregivers in developmentally appropriate ways. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.4.	Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.
EXPECTATION	ECSQ-IT.B.4.a.	An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
EXPECTATION	ECSQ-IT.B.4.b.	Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home. <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: 15- Develops relationships with adults: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
EXPECTATION	ECSQ-IT.B.4.c.	The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.1.	Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.
EXPECTATION	ECSQ-IT.C.1.a.	Strategies for exploring and satisfying their curiosity. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXPECTATION	ECSQ-IT.C.1.b.	Symbolic, pretend, and dramatic play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	ECSQ-IT.C.1.c.	Creativity and spontaneity in their play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
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EXPECTATION	ECSQ-IT.C.1.e.	An emerging understanding that not knowing and being uncertain are part of learning. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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EXPECTATION	ECSQ-IT.C.1.f.	Emerging expressions of intentionality in their play and relationships. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.2.	Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.

EXPECTATION	ECSQ-IT.C.2.a.	<p>Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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EXPECTATION	ECSQ-IT.C.2.b.	<p>Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>
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EXPECTATION	ECSQ-IT.C.2.c.	<p>Confidence with moving in space, moving to rhythm, and playing near and with others.</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: 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: Infants: 41- Participates in dance to express creativity:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.3.	Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.
EXPECTATION	ECSQ-IT.C.3.a.	<p>The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 28- Sorts, orders, classifies, and creates patterns: Infants: 31- Demonstrates scientific inquiry skills: Infants: 47- Demonstrates problem-solving skills:</p>

EXPECTATION	ECSQ-IT.C.3.b.	<p>An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>
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EXPECTATION	ECSQ-IT.C.3.c.	<p>The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	ECSQ-IT.C.3.d.	<p>The ability to learn new things from the materials and people around them.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.4.	Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.
EXPECTATION	ECSQ-IT.C.4.a.	<p>The ability to question, explore, generate, and modify their own ideas about the world around them.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>

EXPECTATION	ECSQ-IT.C.4.e.	<p>Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
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STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.5.	Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.
EXPECTATION	ECSQ-IT.C.5.a.	Progressively more complex skills. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

EXPECTATION	ECSQ-IT.C.5.b.	The ability to pursue interests independently. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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EXPECTATION	ECSQ-IT.C.5.c.	The understanding that they have a significant role in initiating exploration, play, and learning. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.1.	Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.
EXPECTATION	ECSQ-IT.D.1.a.	The ability to express their feelings and emotions in a range of appropriate ways. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:

EXPECTATION	ECSQ-IT.D.1.f.	The inclination and ability to communicate, pay attention, and respond appropriately to others. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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EXPECTATION	ECSQ-IT.D.1.g.	Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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EXPECTATION	ECSQ-IT.D.1.h.	Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger
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		<p>plays, singing, storytelling/re-enacting).</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:</p>
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EXPECTATION	ECSQ-IT.D.1.i.	<p>Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).</p> <p><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: Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.2.	Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.
EXPECTATION	ECSQ-IT.D.2.a.	<p>An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 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 : Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 27- Explores and communicates about distance, weight,</p>

		length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	ECSQ-IT.D.2.b.	Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers. <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 : Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	ECSQ-IT.D.2.c.	Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity Infants: 44- Uses dramatic play to express creativity:
EXPECTATION	ECSQ-IT.D.2.d.	Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers. <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
EXPECTATION	ECSQ-IT.D.2.e.	An interest in exploring and using mathematical, reading, and writing materials. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 24- Uses writing for variety of purposes Infants: 44- Uses dramatic play to express creativity:
EXPECTATION	ECSQ-IT.D.2.f.	An interest in creating and using symbols/pictures. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

EXPECTATION	ECSQ-IT.D.2.g.	<p>An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts : Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 44- Uses dramatic play to express creativity:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.3.	Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.
EXPECTATION	ECSQ-IT.D.3.a.	<p>Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

EXPECTATION	ECSQ-IT.D.3.b.	<p>Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</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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EXPECTATION	ECSQ-IT.D.3.c.	<p>Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 41- Participates in dance to express creativity: Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXPECTATION	ECSQ-IT.D.3.d.	<p>An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
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		<p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	ECSQ-IT.D.3.e.	<p>An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	ECSQ-IT.D.3.f.	<p>Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	ECSQ-IT.D.3.g.	<p>An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 41- Participates in dance to express creativity:</p>
EXPECTATION	ECSQ-IT.D.3.h.	<p>An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	ECSQ-IT.D.3.i.	<p>Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p>

		<p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.1.	Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.
EXPECTATION	ECSQ-IT.E.1.a.	<p>Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p>

EXPECTATION	ECSQ-IT.E.1.b.	<p>Emerging concern for other children who may be excluded from activities because they are different.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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EXPECTATION	ECSQ-IT.E.1.c.	<p>Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p>
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EXPECTATION	ECSQ-IT.E.1.d.	<p>The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
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EXPECTATION	ECSQ-IT.E.1.e.	<p>Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity</p>
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EXPECTATION	ECSQ-IT.E.1.f.	<p>The ability to respond and engage in developmentally appropriate reciprocal interactions.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	ECSQ-IT.E.1.g.	<p>Emerging skills in caring and cooperation.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.2.	Infants and toddlers experience environments where they are affirmed as individuals.
EXPECTATION	ECSQ-IT.E.2.a.	<p>A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
EXPECTATION	ECSQ-IT.E.2.b.	<p>A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths.</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: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 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:</p>
EXPECTATION	ECSQ-IT.E.2.c.	<p>A sense of being able to make something happen that matters to them and to others.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
EXPECTATION	ECSQ-IT.E.2.d.	A growing sense that they are valued and that their presence and activities gain positive responses from others.

		<u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
EXPECTATION	ECSQ-IT.E.2.e.	A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
EXPECTATION	ECSQ-IT.E.2.g.	An awareness of themselves as unique individuals. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.3.	Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.
EXPECTATION	ECSQ-IT.E.3.a.	An increasing ability to take another's point of view and to empathize with others. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	ECSQ-IT.E.3.b.	Ways to enjoy solitary play when they choose to be alone. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
EXPECTATION	ECSQ-IT.E.3.c.	An increasing sense of competence and confidence in growing abilities. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	ECSQ-IT.E.3.d.	Acceptable ways to assert their independence. <u>Progress Monitoring Skills</u>

		<p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
EXPECTATION	ECSQ-IT.E.3.e.	<p>‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p>
EXPECTATION	ECSQ-IT.E.3.f.	<p>An increasing ability to share by showing interest in and awareness of the feelings of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 16- Develops relationships with peers:</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.4.	Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.
EXPECTATION	ECSQ-IT.E.4.a.	<p>A growing sense of themselves as part of a family.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
EXPECTATION	ECSQ-IT.E.4.b.	<p>A sense of pride in themselves and their families.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>Infants: 13- Engages in self-expression:</p>
EXPECTATION	ECSQ-IT.E.4.c.	<p>A growing sense of connection and consistency across their homes, the program and their community.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 38- Demonstrates an awareness of geography in his/her community</p>
EXPECTATION	ECSQ-IT.E.4.d.	<p>A positive sense about their participation in the program, their families, and their community.</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>Infants: 38- Demonstrates an awareness of geography in his/her community</p>

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