



Curriculum Alignment with

Montana Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2014**

CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community
GRADE LEVEL EXPECTATION / BENCHMARK	1.1.	Culture: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.
EXPECTATION	1.1.a.	Distinguish primary caregiver from others. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.1.b.	Notice others' physical characteristics. <u>Progress Monitoring Skills</u> 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
EXPECTATION	1.1.c.	Interact with diverse groups and individuals. <u>Progress Monitoring Skills</u> 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
EXPECTATION	1.1.d.	Know poems, songs, and stories from a variety of cultures and people, including his or her own family. <u>Progress Monitoring Skills</u> 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
EXPECTATION	1.1.e.	Explore gender roles through dramatic play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	1.1.f.	Demonstrate awareness and appreciation for own cultural background and heritage. <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	1.1.g.	<p>Ask questions about other children and adults.</p> <p><u>Progress Monitoring Skills</u> 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</p>
EXPECTATION	1.1.h.	<p>Demonstrate respect for similarities and differences.</p> <p><u>Progress Monitoring Skills</u> 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</p>
EXPECTATION	1.1.i.	<p>Describe differences between people in different ages and stages.</p> <p><u>Progress Monitoring Skills</u> 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</p>
EXPECTATION	1.1.j.	<p>Demonstrate knowledge as well as awareness and appreciation for own culture.</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	1.1.k.	<p>Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: 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</p>
EXPECTATION	1.1.l.	<p>Demonstrate awareness, knowledge, and appreciation for another culture.</p> <p><u>Progress Monitoring Skills</u> 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</p>
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community
GRADE LEVEL EXPECTATION / BENCHMARK	1.2.	Family: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.

EXPECTATION	1.2.a.	<p>Focus on and respond to familiar voices or faces.</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>
EXPECTATION	1.2.b.	<p>Show preference for and seek comfort from a familiar adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	1.2.c.	<p>Exhibit separation anxiety or discomfort at the departure of a familiar adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:</p>
EXPECTATION	1.2.d.	<p>Use gestures, words, or glances to stay connected with familiar adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	1.2.e.	<p>Respond when approached by an unfamiliar adult.</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:</p>
EXPECTATION	1.2.f.	<p>Identify family members verbally and through gestures.</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
EXPECTATION	1.2.g.	<p>Describe family members' roles and responsibilities and their contribution to the function of the family.</p> <p><u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
EXPECTATION	1.2.i.	<p>Identify oneself as a member of a family and describe her family in a variety of ways.</p> <p><u>Progress Monitoring Skills</u> Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p>
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community

GRADE LEVEL EXPECTATION / BENCHMARK	1.3	Community: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.
EXPECTATION	1.3.a.	<p>Watch other children.</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>
EXPECTATION	1.3.b.	<p>Interact with other children.</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>
EXPECTATION	1.3.c.	<p>Participate in parallel play next to another child.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>
EXPECTATION	1.3.d.	<p>Recognize and use the names of peers.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	1.3.e.	<p>Play the role of different family or community members.</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>
EXPECTATION	1.3.f.	<p>Demonstrate a beginning awareness of the function of money and commerce.</p> <p><u>Progress Monitoring Skills</u> Infants: 39- Demonstrates an awareness of economics in his/her community</p>

EXPECTATION	1.3.g.	Recognize community workers and describe their jobs. <u>Progress Monitoring Skills</u> Infants: 39- Demonstrates an awareness of economics in his/her community
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EXPECTATION	1.3.h.	Demonstrate community-building skills. <u>Progress Monitoring Skills</u> Infants: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity
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EXPECTATION	1.3.i.	Describe what she wants to be when grown up. <u>Progress Monitoring Skills</u> Infants: 39- Demonstrates an awareness of economics in his/her community
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.4.	Self-Concept: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.
EXPECTATION	1.4.a.	Explore hands and feet with fascination. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

EXPECTATION	1.4.b.	Notice and prefer people's faces. <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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EXPECTATION	1.4.c.	React to hearing his or her own name. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
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EXPECTATION	1.4.d.	Recognize own body as belonging to 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: 12- Develops self-awareness: Infants: 13- Engages in self-expression: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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EXPECTATION	1.4.e.	Show pleasure or pride when achieving a skill. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
EXPECTATION	1.4.f.	Use the words, “me” and “mine” to claim his or her property. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	1.4.g.	Name different body parts. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION	1.4.i.	Describe personal preferences and interests. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.5.	Self-Efficacy: Children demonstrate a belief in their abilities.
EXPECTATION	1.5.a.	Respond to attention. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.5.c.	Show likes and dislikes. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
EXPECTATION	1.5.d.	Repeat an action to get an effect. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	1.5.f.	Accept and adjust when things do not go his way. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION	1.5.g.	Accept and adjust when things do not go his way.

		<u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION	1.5.h.	Take risks to try new things. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	1.5.i.	Exhibit independence. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.6.	Self-Regulation: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.
EXPECTATION	1.6. a.	Fuss or cry when hungry, tired, wet, or over-stimulated. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
EXPECTATION	1.6.b.	Calm and relax when comforted. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.6.c.	Develop increasing consistency in sleeping, eating, and waking patterns. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:
EXPECTATION	1.6.d.	Follow a few consistently set rules and routines. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	1.6.e.	Rely on adults for reassurance and help in controlling feelings and behaviors. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
EXPECTATION	1.6.f.	Strive for independence. <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	1.6.g.	Recognize own needs and take steps to fulfill them. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
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EXPECTATION	1.6.h.	Explore social cause and effect. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
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EXPECTATION	1.6.i.	Show empathy for others when he or she sees the consequences of his or her actions. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
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EXPECTATION	1.6.j.	Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 14- Demonstrates self-control: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 40- Understands the passage of time and how events are related: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.7.	Expression of Emotions: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.
EXPECTATION	1.7.a.	Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:

EXPECTATION	1.7.b.	Calm self when upset. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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EXPECTATION	1.7.c.	Shift attention away from a distressing event to manage emotions. <u>Progress Monitoring Skills</u>
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		<p>Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:</p>
EXPECTATION	1.7.d.	<p>Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
EXPECTATION	1.7.e.	<p>Use words and dramatic play to describe, understand, and control impulses and feelings.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 14- Demonstrates self-control: Infants: 15- Develops relationships with adults: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	1.7.f.	<p>Respond to another's emotional reactions.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
EXPECTATION	1.7.g.	<p>Seek adult assistance for help resolving strong emotions.</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	1.7.h.	<p>Associate emotions with words and facial expressions and communicate his or her feelings.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

EXPECTATION	1.7.i.	Express a deeper and wider range of emotions. <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
EXPECTATION	1.7.j.	Modify behaviors and emotions based on the environment and situation. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Social Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.8.	Interaction with Adults: Children show trust, develop emotional bonds, and interact comfortably with adults.
EXPECTATION	1.8.a.	Show preference for and seek comfort from a familiar adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.8.b.	Establish and maintain positive interactions with caregivers. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.8.c.	Demonstrate feeling safe with familiar adults. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	1.8.d.	Respond appropriately to familiar adults' greetings. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
EXPECTATION	1.8.e.	Respond to requests made by familiar adults. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
EXPECTATION	1.8.f.	Use pretend play as a way of making sense of relationships. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play:

		Infants: 11- Demonstrates a cooperative and flexible approach to play:
EXPECTATION	1.8.g.	<p>Initiate and maintain interactions with adults using conversation or play.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	1.8.h.	<p>Express appropriate affection for significant adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	1.8.i.	<p>Seek adult affirmations.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Social Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.9.	Interaction with Peers: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.
EXPECTATION	1.9.a.	<p>Show interest in other children.</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>
EXPECTATION	1.9.b.	<p>Respond to the emotions and actions of other children.</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>
EXPECTATION	1.9.c.	<p>Interact with familiar peers.</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>
EXPECTATION	1.9.d.	<p>Play side by side with another child.</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>
EXPECTATION	1.9.f.	<p>React to another child's attempts to take away a toy, and look to an adult for assistance.</p>

		<u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	1.9.g.	Prefer certain playmates and develop warm bonds with peers. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
EXPECTATION	1.9.h.	Negotiate play with small groups of Children. <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
EXPECTATION	1.9.j.	Use problem-solving strategies when conflicts arise with peers. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Physical Development
GRADE LEVEL EXPECTATION / BENCHMARK	2.1.	Fine Motor Skills: Children develop small muscle strength, coordination, and skills.
EXPECTATION	2.1.a.	Grasp a person's finger. <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:
EXPECTATION	2.1.b.	Explore toys and objects with hands and mouth. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	2.1.c.	Exhibit a variety of small motor skills. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	2.1.d.	Scribble with a crayon or marker.

		<u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
EXPECTATION	2.1.e.	Engage in self-help skills. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	2.1.f.	Perform increasingly more sophisticated actions requiring eyehand coordination. <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Physical Development
GRADE LEVEL EXPECTATION / BENCHMARK	2.2.	Gross Motor Skills: Children develop large muscle strength, coordination, and skills.
EXPECTATION	2.2.a.	Exhibit physical reflexes in response to stimulation. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	2.2.b.	Develop muscle tone and strength in trunk, neck, head, arms, and legs. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	2.2.c.	Use developing motor skills to move more independently. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	2.2.d.	Develop coordination to use motor skills with toys. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	2.2.e.	Demonstrate skills to move in the Environment. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION	2.2.f.	Refine motor coordination and skills to play with toys and people.

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	2.2.g.	Demonstrate increased ability to use skills requiring balance. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	2.2.h.	Perform large motor movement alone or with others. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
EXPECTATION	2.2.i.	Manipulate objects with large muscles. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Physical Development
GRADE LEVEL EXPECTATION / BENCHMARK	2.3.	Sensorimotor Development: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.
EXPECTATION	2.3.a.	Respond to touch, movement, and 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: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	2.3.b.	Focus eyes on near and far objects. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	2.3.c.	Calm with assistance. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

EXPECTATION	2.3.d.	<p>Explore the environment with mouth and hands and respond to different textures.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:</p>
EXPECTATION	2.3.e.	<p>Manipulate materials to explore sound.</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>
EXPECTATION	2.3.f.	<p>Demonstrate an awareness of her body in space.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
EXPECTATION	2.3.g.	<p>Practice sensory integration.</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>
EXPECTATION	2.3.h.	<p>Adapt movements to specific situations.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
EXPECTATION	2.3.i.	<p>Demonstrate concepts through movement.</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:</p>
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL EXPECTATION / BENCHMARK	2.4.	Daily Living Skills: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.

EXPECTATION	2.4.a.	React to participation in daily routines. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
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EXPECTATION	2.4.b.	Demonstrate increased ability to self soothe and fall asleep. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	2.4.d.	Take an interest in meeting physical needs. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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EXPECTATION	2.4.e.	Participate in healthy routines. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL EXPECTATION / BENCHMARK	2.5.	Nutrition: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.
EXPECTATION	2.5.a.	Eat to satisfaction. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

EXPECTATION	2.5.b.	Explore foods with fingers. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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EXPECTATION	2.5.d.	Consume appropriate amounts of healthy beverages. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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EXPECTATION	2.5.e.	Participate in meals. <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL EXPECTATION / BENCHMARK	2.6.	Physical Fitness: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.
EXPECTATION	2.6.a.	Attempt new large and small motor activities. <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:
EXPECTATION	2.6.b.	Participate in simple movement games. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	2.6.c.	Initiate active play, exploration, and engagement with the environment. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	2.6.d.	Participate in simple games, dance, outdoor play, and other forms of movement. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	2.6.e.	Engage in activities requiring new skills, without adult assistance. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	2.6.f.	Participate in physically active games with peers. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL	2.7.	Safety Practices: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.
EXPECTATION / BENCHMARK		
EXPECTATION	2.7.a.	Show a preference for familiar people and recognize the difference between familiar people and strangers recognize the positive feelings experienced during and after physical activity. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 15- Develops relationships with adults:
EXPECTATION	2.7.b.	Respond to cues from a caregiver regarding obvious signs of danger or previous warnings.

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	2.7.c.	Respond to warnings and redirection for unsafe behaviors and situations, although not consistently. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	2.7.d.	Recognize rules and follow basic safety instructions. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	2.7.e.	Identify who has hurt or made him or her feel bad. <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
EXPECTATION	2.7.f.	Understand and anticipate potential consequences of disregarding rules. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	2.7.g.	Recognize and describe the reasons for rules. <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	2.7.i.	Control or appropriately express intense emotions most of the time. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression: Infants: 14- Demonstrates self-control: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.1.	Receptive Communication: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.

EXPECTATION	3.1.a.	<p>React to familiar voices, sounds, words, facial expressions, and gestures.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
EXPECTATION	3.1.b.	<p>React to simple, familiar words and actions.</p> <p><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:</p>
EXPECTATION	3.1.c.	<p>Respond to simple "where" questions with words, gestures, or actions.</p> <p><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:</p>
EXPECTATION	3.1.d.	<p>Follow simple one-step directions related to her immediate and visible context.</p> <p><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:</p>
EXPECTATION	3.1.e.	<p>Use one or two words to respond to "what," "who," "whose," and "where" questions in context.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	3.1.f.	<p>Respond to songs, rhymes, or 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: 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</p>

		musically express creativity: Infants: 44- Uses dramatic play to express creativity:
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EXPECTATION	3.1.g.	Follow a two-step interrelated direction. <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	3.1.h.	Demonstrate an understanding of words that describe spatial concepts. <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	3.1.j.	Follow three and four-step directions. <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	3.1.k.	Focus on the meaning of words to enhance understanding and build vocabulary. <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.2.	Expressive Communication: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.
EXPECTATION	3.2.b.	Make sounds or signs in response to people and the environment. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

EXPECTATION	3.2.d.	Combine words 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
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		<p>purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	3.2.e.	<p>Use consistent combinations of sounds or signs to indicate specific objects or people.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	3.2.f.	<p>Respond to simple requests or comments with non-verbal or verbal answer.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	3.2.g.	<p>Use single words to communicate.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	3.2.i.	<p>Express feelings with words.</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: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	3.2.m.	<p>Initiate and participate in conversations with peers and adults.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:</p>
EXPECTATION	3.2.p.	<p>Use new words.</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:</p>
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development

GRADE LEVEL EXPECTATION / BENCHMARK	3.3.	Social Communication: Children develop skills that help them interact and communicate with others in effective ways.
EXPECTATION	3.3.a.	<p>Gaze at familiar adults.</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>
EXPECTATION	3.3.b.	<p>Respond when name is said.</p> <p><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:</p>
EXPECTATION	3.3.c.	<p>Use gestures and sounds to communicate and interact 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: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	3.3.d.	<p>Engage in give-and-take interactions.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	3.3.e.	<p>Respond to speech by attending to who is speaking.</p> <p><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:</p>
EXPECTATION	3.3.g.	<p>Initiate communication with others.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	3.3.k.	<p>Adjust intonation and volume of speech for a variety of settings.</p> <p><u>Progress Monitoring Skills</u> Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 44- Uses dramatic play to express creativity:</p>

CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.4.	English Language Learners: Children develop competency in their home language while becoming proficient in English.
EXPECTATION	3.4.c.	Follow simple directions in home language or in English. <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

EXPECTATION	3.4.d.	Speak in short phrases in English. <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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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.5.	Early Reading and Book Appreciation: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.
EXPECTATION	3.5.a.	Focus intently on a book. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity:

EXPECTATION	3.5.c.	Explore books with mouth and hands. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
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EXPECTATION	3.5.d.	Maintain attention when being read a book. <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):
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EXPECTATION	3.5.f.	Choose familiar books and repeat words or vocalizations in books. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
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EXPECTATION	3.5.g.	Point at or name objects, animals, or people in pictures, books or drawings. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	3.5.h.	Indicate that the pictures on a page are related to the text. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	3.5.i.	Purposefully explore books with respect to proper position and use. <u>Progress Monitoring Skills</u> Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	3.5.k.	Repeat simple songs, rhymes, or stories. <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: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
EXPECTATION	3.5.l.	Use books, magazines, and other printed materials to enhance play. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :
EXPECTATION	3.5.p.	Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity:
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.6.	Print Development/Writing: Children develop interest and skills in using symbols as a meaningful form of communication.

EXPECTATION	3.6.a.	<p>Experiment with grasp.</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>
EXPECTATION	3.6.b.	<p>Watch others write and draw.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
EXPECTATION	3.6.c.	<p>Scribble on paper spontaneously.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p>
EXPECTATION	3.6.d.	<p>Demonstrate a pincer grasp.</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>
EXPECTATION	3.6.e.	<p>Experiment with a variety of writing tools.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p>
EXPECTATION	3.6.f.	<p>Imitate others who are writing or drawing shapes.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>
EXPECTATION	3.6.g.	<p>Demonstrate controlled linear scribbles.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p>

EXPECTATION	3.6.i.	Use print in play. <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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EXPECTATION	3.6.j.	Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down. <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 :
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EXPECTATION	3.6.l.	Write his or her own name. <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.7.	Print Concepts: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).
EXPECTATION	3.7.b.	Imitate sounds when looking at words in a book. <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:

EXPECTATION	3.7.c.	Point to words in the book. <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 :
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EXPECTATION	3.7.d.	Demonstrate an understanding that print represents words. <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 :
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EXPECTATION	3.7.h.	Match letters and their sound. <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
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BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.8.	Phonological Awareness: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.
EXPECTATION	3.8.b.	<p>Imitate sounds in stories, songs, and rhymes.</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: 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: Infants: 46- Uses prior knowledge to build new knowledge:</p>

EXPECTATION	3.8.c.	<p>Engage in familiar word games, songs, or finger plays.</p> <p><u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 44- Uses dramatic play to express creativity:</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.1.	Curiosity: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.
EXPECTATION	4.1.a.	<p>Notice and imitate gestures.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:</p>

EXPECTATION	4.1.b.	<p>Repeat actions again and again to see effects.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>
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EXPECTATION	4.1.c.	<p>Attend to and examine small objects.</p> <p><u>Progress Monitoring Skills</u></p>
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		Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.1.d.	Investigate how things move. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.1.f.	Show interest in new activities. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.1.g.	Study materials to find how they work. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.1.i.	Develop personal interests. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.2.	Initiative and Self-Direction: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.
EXPECTATION	4.2.a.	Use sounds, gestures, and movements to impact the environment and interactions with others. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:
EXPECTATION	4.2.c.	Express a desire to take care of self. <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
EXPECTATION	4.2.d.	Approach tasks and activities with increased flexibility, imagination and inventiveness.

		<u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.2.e.	Begin to take a few risks and try new ways of doing things. <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
EXPECTATION	4.2.g.	Develop procedures and thinking skills for investigating the world and making decisions. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.3.	Persistence and Attentiveness: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.
EXPECTATION	4.3.a.	Stare intently at faces, objects, and pictures. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	4.3.b.	Hold the attention of an adult. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	4.3.c.	Repeat an action that has produced a reaction in the past. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
EXPECTATION	4.3.e.	Exhibit increased attention span with chosen activities. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.3.f.	Develop skills through repetitive practice. <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:

EXPECTATION	4.3.g.	<p>Persist in meeting a challenge, despite distractions or frustrations.</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: 16- Develops relationships with peers:</p>
EXPECTATION	4.3.i.	<p>Work on a task that extends over a period of time.</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.4.	Reflection and Interpretation: Children develop skills in thinking about their learning in order to inform future decisions.
EXPECTATION	4.4.a.	<p>Track faces and objects by moving eyes and/or head as the person or object moves.</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>
EXPECTATION	4.4.b.	<p>Play interactive games with adults or older children that involve repetition.</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>
EXPECTATION	4.4.c.	<p>Anticipate actions based on previous experience.</p> <p><u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge:</p>
EXPECTATION	4.4.d.	<p>Experiment with play materials using familiar approaches with new objects.</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	4.4.e.	<p>Alter present behavior based on past results (or lack of results).</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 14- Demonstrates self-control:</p>

		Infants: 40- Understands the passage of time and how events are related:
EXPECTATION	4.4.f.	<p>Relate an experience from the past to guide present behavior.</p> <p><u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	4.4.g.	<p>Tell others about events in the past.</p> <p><u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	4.4.h.	<p>Work out a problem or a challenge mentally.</p> <p><u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: Infants: 46- Uses prior knowledge to build new knowledge: Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	4.4.i.	<p>Use a variety of methods to express thoughts and feelings.</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>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Reasoning and Representational Thought
GRADE LEVEL EXPECTATION / BENCHMARK	4.5.	Reasoning and Representational Thought: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.
EXPECTATION	4.5.a.	<p>Act on an object to make sound or movement.</p> <p><u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:</p>
EXPECTATION	4.5.b.	<p>Repeat simple motions or activities.</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:</p>
EXPECTATION	4.5.c.	<p>Search for an object that moves out of sight.</p> <p><u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	4.5.d.	<p>Use objects and people as tools to accomplish a means to an end.</p> <p><u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:</p>

EXPECTATION	4.5.e.	Use one object to represent another. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
EXPECTATION	4.5.f.	Experiment with cause and effect. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
EXPECTATION	4.5.g.	Try several methods to solve a problem before asking for assistance. <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
EXPECTATION	4.5.i.	Explain the effects that actions might have upon objects. <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.6.	Creative Movement and Dance: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.
EXPECTATION	4.6.a.	Move arms and legs in response to music. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
EXPECTATION	4.6.b.	Engage with people through touch and attention. <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
EXPECTATION	4.6.c.	Use body for self-expression. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
EXPECTATION	4.6.d.	Move to a beat. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
EXPECTATION	4.6.e.	Explore a variety of ways of moving with and without music. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 41- Participates in dance to express creativity:

EXPECTATION	4.6.f.	Move with balance and coordination. <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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EXPECTATION	4.6.g.	Participate in guided movement activities. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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EXPECTATION	4.6.h.	Watch dance and creative movement performances with attention. <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.7.	Drama: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.
EXPECTATION	4.7.a.	Copy 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:

EXPECTATION	4.7.b.	Imitate familiar actions. <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	4.7.d.	Engage in rough and tumble play. <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	4.7.e.	Imitate real life experiences in 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	4.7.f.	<p>Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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EXPECTATION	4.7.g.	<p>Engage in cooperative peer play in which there is a shared purpose.</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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EXPECTATION	4.7.h.	<p>Create and direct complex scenarios based on individual and group ideas or past experiences.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL	4.8.	Music: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.
EXPECTATION / BENCHMARK		
EXPECTATION	4.8.a.	<p>Demonstrate interest in sounds, music, and voices.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

EXPECTATION	4.8.b.	<p>Experiment with a variety of sounds.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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EXPECTATION	4.8.c.	<p>Respond to rhythms, songs, and different elements of music.</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:</p>
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		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
EXPECTATION	4.8.d.	<p>Begin to clap on beat or echo clap.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	4.8.e.	<p>Show interest in musical instruments.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
EXPECTATION	4.8.f.	<p>Sing along to familiar songs.</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:</p>
EXPECTATION	4.8.g.	<p>Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music.</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:</p>
EXPECTATION	4.8.h.	<p>Experiment with musical words and sounds.</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:</p>

EXPECTATION	4.8.i.	<p>Imitate and produce rhythmic patterns to familiar songs.</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:</p>
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EXPECTATION	4.8.j.	<p>Use conventional symbols to represent musical notes or invent symbols to represent sounds.</p> <p><u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.9.	Visual Arts: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.
EXPECTATION	4.9.a.	<p>Gaze at photos, pictures, and mirror images.</p> <p><u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

EXPECTATION	4.9.b.	<p>Use hands and mouth for sensory exploration of objects.</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:</p>
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EXPECTATION	4.9.c.	<p>Gain control in grasping a crayon, pen, or paint brush.</p> <p><u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes</p>
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EXPECTATION	4.9.d.	<p>Demonstrate interest in shapes, textures, and colors.</p> <p><u>Progress Monitoring Skills</u></p>
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		Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.e.	Mark paper with drawing tools. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.f.	Experiment with a variety of art materials and develop increasing ability to use art media. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.g.	Use different colors, surface textures, and shapes to create form and meaning. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.h.	Display a sense of wonder and ask questions about works of art. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.i.	Express feelings, ideas, and concepts about art. <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
EXPECTATION	4.9.j.	Create and appreciate works of art representing cultural lifestyles. <u>Progress Monitoring Skills</u> 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: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.10.	Number Sense and Operations: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.
EXPECTATION	4.10.a.	Understand the concept of “more” in reference to food and play. <u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 39- Demonstrates an awareness of economics in his/her community

EXPECTATION	4.10.b.	Use simple numerical concepts in everyday experiences. <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:
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EXPECTATION	4.10.e.	Move from inventive counting to accurate rote counting. <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
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EXPECTATION	4.10.g.	Match numerals with the correct amount of objects. <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.11.	Measurement: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.
EXPECTATION	4.11.a.	Fill and empty containers. <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

EXPECTATION	4.11.b.	Make simple comparisons. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 47- Demonstrates problem-solving skills:
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EXPECTATION	4.11.c.	Arrange a few objects in order by size, with assistance. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time:
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EXPECTATION	4.11.g.	Organize objects without assistance. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.12.	Data Analysis: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.
EXPECTATION	4.12.a.	Group a few objects together by similarity.

		<u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
EXPECTATION	4.12.c.	Match, sort, put in order, and regroup objects using one or two attributes. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.13.	Algebraic Thinking: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.
EXPECTATION	4.13.a.	Imitate a series of simple actions with assistance. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
EXPECTATION	4.13.b.	Classify, label, and sort familiar objects into a known group. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
EXPECTATION	4.13.e.	Reproduce simple patterns of concrete objects. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
EXPECTATION	4.13.f.	Reproduce simple patterns of sound and movement. <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.14.	Geometry and Spatial Reasoning: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.
EXPECTATION	4.14.g.	Demonstrate an understanding of size and shape relationships. <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.15.	Scientific Thinking and Use of the Scientific Method: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.

EXPECTATION	4.15.a.	<p>Observe objects and people in the environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:</p>
EXPECTATION	4.15.b.	<p>Use senses to examine objects in detail.</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>
EXPECTATION	4.15.c.	<p>Explore the features of materials, objects, and processes using all the senses.</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>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.16.	Life Science: Children develop understanding of and compassion for living things.
EXPECTATION	4.16.a.	<p>Show interest in animals and other living things.</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
EXPECTATION	4.16.b.	<p>Explore characteristics of living things.</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
EXPECTATION	4.16.c.	<p>Identify plants and animals in the neighborhood.</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>

EXPECTATION	4.16.d.	Describe simple behaviors of animals. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
EXPECTATION	4.16.e.	Engage with plants and animals in a respectful way, without adult prompting. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
EXPECTATION	4.16.g.	Describe the relationship between living things and their habitat. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
EXPECTATION	4.16.i.	Investigate, describe, and compare the characteristics that differentiate living from non-living things. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.17.	Physical Science: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).
EXPECTATION	4.17.a.	Use all of the senses to actively explore objects and their properties. <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:
EXPECTATION	4.17.b.	Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
EXPECTATION	4.17.d.	Explore how objects move. <u>Progress Monitoring Skills</u> Infants: 34- Demonstrates knowledge related to physical science:
EXPECTATION	4.17.i.	Plan and carry out investigations on the behavior of moving things.

		<u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science:
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.18.	Earth and Space: Children develop an understanding of the earth and planets.
EXPECTATION	4.18.a.	Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
EXPECTATION	4.18.b.	Interact with natural materials. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
EXPECTATION	4.18.c.	Identify characteristics of night and day. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
EXPECTATION	4.18.e.	Identify the weather and notice changes in the weather. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
EXPECTATION	4.18.f.	Demonstrate curiosity and ask questions about the earth, sun, or moon. <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
EXPECTATION	4.18.h.	Investigate properties of natural objects and the environment. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
EXPECTATION	4.18.i.	Interact with and explore a variety of natural outdoor environments. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
EXPECTATION	4.18.l.	Make observations of the moon, sun, clouds, and sky, and record them over time. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

		Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.19.	Engineering: Children develop an understanding of the processes that assist people in designing and building.
EXPECTATION	4.19.a.	Investigate immediate surroundings. <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.21.	Places, Regions, and Spatial Awareness (Geography): Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.
EXPECTATION	4.21.a.	Explore the environment. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:

EXPECTATION	4.21.b.	Explore spatial relationships. <u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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EXPECTATION	4.21.c.	Develop awareness of his or her physical body and the space it occupies. <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
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EXPECTATION	4.21.g.	Identify where he or she lives. <u>Progress Monitoring Skills</u> Infants: 38- Demonstrates an awareness of geography in his/her community
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.22.	The Physical World (Ecology): Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.
EXPECTATION	4.22.a.	Use all the senses to explore the environment. <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to

		<p>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>
EXPECTATION	4.22.d.	<p>Take simple actions to care for his or her environment.</p> <p><u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
EXPECTATION	4.22.e.	<p>Use natural objects for play.</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 41- Participates in dance to express creativity: Infants: 47- Demonstrates problem-solving skills:</p>
EXPECTATION	4.22.f.	<p>Recognize changes in his or her home, neighborhood, or other familiar place.</p> <p><u>Progress Monitoring Skills</u> Infants: 40- Understands the passage of time and how events are related:</p>
EXPECTATION	4.22.g.	<p>Take responsibility for caring for living things.</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:</p>
EXPECTATION	4.22.h.	<p>Notice changes in the weather and seasons and discuss the changes and their impact.</p> <p><u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky:</p>
EXPECTATION	4.22.j.	<p>Exhibit simple conservation behaviors.</p> <p><u>Progress Monitoring Skills</u> Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.23.	Technology: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.
EXPECTATION	4.23.a.	<p>Pay attention to music.</p> <p><u>Progress Monitoring Skills</u></p>

		Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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