



# Curriculum Alignment with

## Texas Early Learning Guidelines

Grade: **Ages Birth to 12 months** - Adopted: **2011**

<b>TEKS</b>	<b>TX.I.PHMD.</b>	<b>Physical Health and Motor Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.PHMD.1.</b>	<b>Health and Well-being</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.PHMD.1.1.</b>	<b>Health and Well-being Indicators:</b>
<b>INDICATOR</b>	<b>I.PHMD.1.1.2.</b>	<p>Responds when physical needs are met.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>

<b>INDICATOR</b>	<b>I.PHMD.1.1.3.</b>	<p>Expresses physical needs nonverbally or verbally.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
------------------	----------------------	---

<b>INDICATOR</b>	<b>I.PHMD.1.1.4.</b>	<p>Participates in physical care routines.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
------------------	----------------------	---

<b>INDICATOR</b>	<b>I.PHMD.1.1.5.</b>	<p>Begins to develop self-care skills.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
------------------	----------------------	---

<b>INDICATOR</b>	<b>I.PHMD.1.1.6.</b>	<p>Begins to understand safe and unsafe behaviors.</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
------------------	----------------------	---

<b>TEKS</b>	<b>TX.I.PHMD.</b>	<b>Physical Health and Motor Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.PHMD.1.</b>	<b>Health and Well-being</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.PHMD.1.2.</b>	<b>Health and Well-being Examples:</b>
<b>INDICATOR</b>	<b>I.PHMD.1.2.3.</b>	<p>Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle.</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:</p>

<b>INDICATOR</b>	<b>I.PHMD.1.2.4.</b>	<p>Begin to calm during bath time.</p> <p><u>Progress Monitoring Skills</u>  Infants: 14- Demonstrates self-control:</p>
------------------	----------------------	--

<b>TEKS</b>	<b>TX.I.PHMD.</b>	<b>Physical Health and Motor Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.PHMD.2.</b>	<b>Gross Motor Skills</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.PHMD.2.1.</b>	<b>Gross Motor Skills Indicators:</b>
<b>INDICATOR</b>	<b>I.PHMD.2.1.1.</b>	<p>Moves body, arms, and legs with increasing coordination.</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

INDICATOR	I.PHMD.2.1.2.	Demonstrates increasing balance, stability, control, and coordination.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	--

INDICATOR	I.PHMD.2.1.3.	Develops increasing ability to change positions and move body from place to place.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	--

INDICATOR	I.PHMD.2.1.4.	Moves body to achieve a goal.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	---

TEKS	TX.I.PHMD.	Physical Health and Motor Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.PHMD.2.	Gross Motor Skills
GRADE LEVEL EXPECTATION	I.PHMD.2.2.	Gross Motor Skills Examples:
INDICATOR	I.PHMD.2.2.1.	Turn head from side to side and shake or wiggle arms and legs.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

INDICATOR	I.PHMD.2.2.2.	Lift head and shoulders.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	--

INDICATOR	I.PHMD.2.2.3.	Roll or try to move towards a toy.  <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:
-----------	---------------	--

INDICATOR	I.PHMD.2.2.4.	Scoot forward or backwards.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	---

INDICATOR	I.PHMD.2.2.5.	Begin to sit with support.  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
-----------	---------------	--

TEKS	TX.I.PHMD.	Physical Health and Motor Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.PHMD.3.	Fine Motor Skills
GRADE LEVEL EXPECTATION	I.PHMD.3.1.	Fine Motor Skills Indicators:
INDICATOR	I.PHMD.3.1.1.	Uses hands or feet to touch objects or people.

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
--	--	--

INDICATOR	I.PHMD.3.1.2.	Develops small muscle control and coordination.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
-----------	---------------	---

INDICATOR	I.PHMD.3.1.3.	Coordinates eye and hand movements.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:
-----------	---------------	---

<b>TEKS</b>	<b>TX.I.PHMD.</b>	<b>Physical Health and Motor Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.PHMD.3.</b>	<b>Fine Motor Skills</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.PHMD.3.2.</b>	<b>Fine Motor Skills Examples:</b>
INDICATOR	I.PHMD.3.2.3.	Begin to grab at things with a purpose but may not hold things well yet.  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

INDICATOR	I.PHMD.3.2.5.	Look at objects while bringing them to their mouth.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
-----------	---------------	--

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.1.</b>	<b>Trust and Emotional Security</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.1.1.</b>	<b>Trust and Emotional Security Indicators:</b>
INDICATOR	I.SED.1.1.1.	Establishes secure relationships with primary caregivers.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

INDICATOR	I.SED.1.1.2.	Differentiates between familiar and unfamiliar adults.
-----------	--------------	--

		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
--	--	---

INDICATOR	I.SED.1.1.3.	Shows emotional connections and attachment to others while beginning to show independence.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	--------------	---

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.1.</b>	<b>Trust and Emotional Security</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.1.2.</b>	<b>Trust and Emotional Security Examples:</b>
INDICATOR	I.SED.1.2.1.	Show interest in familiar faces by staring at them.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

INDICATOR	I.SED.1.2.2.	Imitate familiar adults' body language and sounds.  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
-----------	--------------	--

INDICATOR	I.SED.1.2.3.	Respond with smiles and cooing when picked up by a familiar caregiver.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	--------------	---

INDICATOR	I.SED.1.2.4.	Follow movement of caregiver around the room with their eyes.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	--------------	--

INDICATOR	I.SED.1.2.5.	Prefer sight, smells, and sound of primary caregiver.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	--------------	--

INDICATOR	I.SED.1.2.6.	Show social interaction with a smile and mutual eye gaze.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
-----------	--------------	---

INDICATOR	I.SED.1.2.7.	Stop crying and calm down when comforted by a familiar caregiver.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	--------------	--

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.2.</b>	<b>Self-Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.2.1.</b>	<b>Self-Awareness Indicators:</b>
INDICATOR	I.SED.2.1.1.	Expresses needs and wants through facial expressions, sounds, or gestures.

		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes:
INDICATOR	I.SED.2.1.2.	Develops awareness of self as separate from others.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:
INDICATOR	I.SED.2.1.3.	Shows confidence in increasing abilities.  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 13- Engages in self-expression:
INDICATOR	I.SED.2.1.4.	Shows awareness of relationship to family/community/cultural group.  <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
<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.2.</b>	<b>Self-Awareness</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.2.2.</b>	<b>Self-Awareness Examples:</b>
INDICATOR	I.SED.2.2.1.	Cry when hungry, uncomfortable, tired, or unhappy.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
INDICATOR	I.SED.2.2.2.	Turn head, frown, and/or arch back when over-stimulated.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:
INDICATOR	I.SED.2.2.3.	Begin to express several clearly different emotions, such as happiness, excitement, and anger.  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
INDICATOR	I.SED.2.2.6.	Explore own hands and feet.

		<u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
--	--	--

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.3.</b>	<b>Self-Regulation</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.3.1.</b>	<b>Self-Regulation Indicators:</b>
<b>INDICATOR</b>	<b>I.SED.3.1.2.</b>	Shows ability to cope with stress.  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 16- Develops relationships with peers:

<b>INDICATOR</b>	<b>I.SED.3.1.3.</b>	Develops understanding of simple routines, rules or limitations.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:
------------------	---------------------	--

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.3.</b>	<b>Self-Regulation</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.3.2.</b>	<b>Self-Regulation Examples:</b>
<b>INDICATOR</b>	<b>I.SED.3.2.1.</b>	Turn their head, frown, and/or arch back when over-stimulated.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

<b>INDICATOR</b>	<b>I.SED.3.2.2.</b>	Seek and respond to comfort from familiar caregivers when frightened or upset.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
------------------	---------------------	---

<b>INDICATOR</b>	<b>I.SED.3.2.3.</b>	Calm when held or gently rocked.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
------------------	---------------------	---

<b>INDICATOR</b>	<b>I.SED.3.2.4.</b>	Start sleep/wake cycles.  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
------------------	---------------------	---

<b>INDICATOR</b>	<b>I.SED.3.2.5.</b>	Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
------------------	---------------------	--

<b>TEKS</b>	<b>TX.I.SED.</b>	<b>Social and Emotional Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.SED.4.</b>	<b>Relationships with Others</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.SED.4.1.</b>	<b>Relationships with Others Indicators:</b>
<b>INDICATOR</b>	<b>I.SED.4.1.1.</b>	Shows interest in and awareness of others.

		<u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
--	--	--

INDICATOR	I.SED.4.1.2.	Responds to and interacts with others.  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
-----------	--------------	--

INDICATOR	I.SED.4.1.3.	Begins to recognize and respond to the feelings and emotions of others and begins to show concern.  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:
-----------	--------------	--

TEKS	TX.I.SED.	Social and Emotional Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.SED.4.	Relationships with Others
GRADE LEVEL EXPECTATION	I.SED.4.2.	Relationships with Others Examples:
INDICATOR	I.SED.4.2.1.	Show interest in others by watching them and tracking their behaviors.  <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:

INDICATOR	I.SED.4.2.2.	Cry, laughs, or smiles with other infants.  <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:
-----------	--------------	---

TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.1.	Listening and Understanding
GRADE LEVEL EXPECTATION	I.LCD.1.2.	Listening and Understanding Examples:
INDICATOR	I.LCD.1.2.5.	Respond to different tones of voice, such as becoming excited or calm when spoken to.  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.2.	Communication and Speaking
GRADE LEVEL EXPECTATION	I.LCD.2.1.	Communication and Speaking Indicators:



INDICATOR	I.LCD.2.1.1.	<p>Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</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: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
-----------	--------------	---

INDICATOR	I.LCD.2.1.2.	<p>Imitates sounds, gestures, signs, or words.</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: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
-----------	--------------	--

TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.2.	Communication and Speaking
GRADE LEVEL EXPECTATION	I.LCD.2.2.	Communication and Speaking Examples:
INDICATOR	I.LCD.2.2.1.	<p>Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling).</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:  Infants: 02- Participates in activities related to nutrition:</p>

INDICATOR	I.LCD.2.2.3.	<p>Begin to move mouth while looking at caregiver talking.</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 20- Uses increasingly complex spoken language:  Infants: 45- Demonstrates awareness of cause and effect:</p>
-----------	--------------	--

INDICATOR	I.LCD.2.2.4.	<p>Make sounds or signs to get caregiver's attention.</p> <p><u>Progress Monitoring Skills</u>  Infants: 15- Develops relationships with adults:</p>
-----------	--------------	--

TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.3.	Emergent Literacy
GRADE LEVEL EXPECTATION	I.LCD.3.1.	Emergent Literacy Indicators:

INDICATOR	I.LCD.3.1.1.	Shows interest in songs, rhymes, and stories.  <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:
-----------	--------------	--

INDICATOR	I.LCD.3.1.4.	Begins to develop interests and skills related to emergent writing.  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
-----------	--------------	---

TEKS	TX.I.LCD.	Language and Communication Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.LCD.3.	Emergent Literacy
GRADE LEVEL EXPECTATION	I.LCD.3.2.	Emergent Literacy Examples:
INDICATOR	I.LCD.3.2.1.	Focus attention, move body, or make sounds during familiar songs, finger plays, or rhymes.  <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity:

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.1.	Exploration and Discovery
GRADE LEVEL EXPECTATION	I.CD.1.1.	Exploration and Discovery Indicators:
INDICATOR	I.CD.1.1.1.	Pays attention and exhibits curiosity in people and objects.  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

INDICATOR	I.CD.1.1.2.	Uses senses to explore people, objects, and the environment.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to
-----------	-------------	---

		explore the environment and process information: Infants: 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:
--	--	--

<b>TEKS</b>	<b>TX.I.CD.</b>	<b>Cognitive Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.CD.1.</b>	<b>Exploration and Discovery</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.CD.1.2.</b>	<b>Exploration and Discovery Examples:</b>
<b>INDICATOR</b>	<b>I.CD.1.2.3.</b>	Reach out to touch objects.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:

<b>INDICATOR</b>	<b>I.CD.1.2.4.</b>	Put objects in their mouth to touch and taste.  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 06- Develops fine-motor skills: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 31- Demonstrates scientific inquiry skills:
------------------	--------------------	---

<b>INDICATOR</b>	<b>I.CD.1.2.5.</b>	Reach out and grab new toys, and turn them over and over to explore or bang them.  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
------------------	--------------------	--

<b>INDICATOR</b>	<b>I.CD.1.2.6.</b>	Hit or kick toys to make them move over and over.  <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:
------------------	--------------------	--

<b>TEKS</b>	<b>TX.I.CD.</b>	<b>Cognitive Development (Infants: 0 to 8 months)</b>
<b>STUDENT EXPECTATION</b>	<b>I.CD.2.</b>	<b>Problem Solving</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>I.CD.2.1.</b>	<b>Problem Solving Indicators:</b>
<b>INDICATOR</b>	<b>I.CD.2.1.1.</b>	Experiments with different uses for objects.  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

INDICATOR	I.CD.2.1.4.	<p>Begins to develop interests and skills related to numbers and counting.</p> <p><u>Progress Monitoring Skills</u>  Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>
-----------	-------------	---

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.2.	Problem Solving
GRADE LEVEL EXPECTATION	I.CD.2.2.	Problem Solving Examples:
INDICATOR	I.CD.2.2.1.	<p>Make sounds, cry, or fuss to get caregiver's attention.</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>

INDICATOR	I.CD.2.2.2.	<p>Roll over to get a toy just out of reach.</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>
-----------	-------------	--

INDICATOR	I.CD.2.2.3.	<p>Turn objects over to look at and handle them from different positions.</p> <p><u>Progress Monitoring Skills</u>  Infants: 31- Demonstrates scientific inquiry skills:</p>
-----------	-------------	--

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.3.	Memory
GRADE LEVEL EXPECTATION	I.CD.3.1.	Memory Indicators:
INDICATOR	I.CD.3.1.1.	<p>Shows ability to acquire and process new information.</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>

INDICATOR	I.CD.3.1.4.	<p>Searches for missing or hidden objects.</p> <p><u>Progress Monitoring Skills</u>  Infants: 47- Demonstrates problem-solving skills:</p>
-----------	-------------	--

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.3.	Memory
GRADE LEVEL EXPECTATION	I.CD.3.2.	Memory Examples:
INDICATOR	I.CD.3.2.1.	<p>Look intently at new faces or 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</p>

		explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
--	--	--

INDICATOR	I.CD.3.2.3.	Look in appropriate direction for toys that have been dropped or partially covered by a blanket.  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
-----------	-------------	--

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.4.	Imitation and Make Believe
GRADE LEVEL EXPECTATION	I.CD.4.1.	Imitation and Make Believe Indicators:
INDICATOR	I.CD.4.1.2.	Uses imitation in pretend play to express creativity and imagination.  <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:

TEKS	TX.I.CD.	Cognitive Development (Infants: 0 to 8 months)
STUDENT EXPECTATION	I.CD.4.	Imitation and Make Believe
GRADE LEVEL EXPECTATION	I.CD.4.2.	Imitation and Make Believe Examples:
INDICATOR	I.CD.4.2.1.	Copy caregiver actions, such as sticking out tongue or clapping hands together.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

INDICATOR	I.CD.4.2.3.	Coo, squeals, or laughs when their caregiver talks and plays games with infant.  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
-----------	-------------	--