



# Curriculum Alignment with

## Virginia Early Learning and Development Standards

Grade: **Ages Birth to 12 months** - Adopted: **2021**

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR	APL1.1a.	Shows awareness of what is going on around them by turning their head and looking around (APL1.1a)  <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: 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: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:

PROGRESS INDICATOR	APL1.1b.	Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b)  <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: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR	APL1.2a.	Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a)  <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: 13- Engages in self-expression:

		<p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
PROGRESS INDICATOR	APL1.2b.	<p>Reaches, stretches, or works to crawl towards a desired object or person (APL1.2b)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 05- Develops gross-motor skills:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
PROGRESS INDICATOR	APL1.2c.	<p>Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL1.2c)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p>
PROGRESS INDICATOR	APL1.2d.	<p>Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) (APL1.2d)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR	APL2.1a.	<p>Explores toys and safe objects with hands and mouth (APL2.1a)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p>

		<p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)</b>
<b>INDICATOR / STANDARD</b>	<b>APL3.</b>	<b>EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>
<b>INDICATOR</b>	<b>APL3.2.</b>	<b>Building working memory</b>
<b>PROGRESS INDICATOR</b>	<b>APL3.2a.</b>	<p>Shows recognition of familiar faces and voices by attending to that person (APL3.2a)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 15- Develops relationships with adults:</p>

<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)</b>
<b>INDICATOR / STANDARD</b>	<b>APL3.</b>	<b>EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>
<b>INDICATOR</b>	<b>APL3.3.</b>	<b>Thinking flexibly and adapting</b>
<b>PROGRESS INDICATOR</b>	<b>APL3.3a.</b>	<p>Explores objects by putting in the mouth and then rattling or shaking (APL3.3a)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>

<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)</b>
<b>INDICATOR / STANDARD</b>	<b>APL3.</b>	<b>EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>
<b>INDICATOR</b>	<b>APL3.5.</b>	<b>Persisting and problem-solving</b>
<b>PROGRESS INDICATOR</b>	<b>APL3.5a.</b>	<p>Cries persistently until needs are met (APL3.5a)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 16- Develops relationships with peers:</p>

<b>PROGRESS INDICATOR</b>	<b>APL3.5b.</b>	<p>Repeats attempts to reach a desired object by looking at or moving toward the object (APL3.5b)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to</p>
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		play: Infants: 16- Develops relationships with peers: Infants: 31- Demonstrates scientific inquiry skills: Infants: 34- Demonstrates knowledge related to physical science: Infants: 45- Demonstrates awareness of cause and effect: Infants: 47- Demonstrates problem-solving skills:
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PROGRESS INDICATOR	APL3.5c.	Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c)  <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: 19- Uses nonverbal communication for a variety of purposes: Infants: 20- Uses increasingly complex spoken language: Infants: 34- Demonstrates knowledge related to physical science: Infants: 44- Uses dramatic play to express creativity: Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL4.	BEHAVIORAL SELF-REGULATION
INDICATOR	APL4.1.	Managing actions and behaviors
PROGRESS INDICATOR	APL4.1a.	Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child) (APL4.1a)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.1.	Developing self-awareness
PROGRESS INDICATOR	SED1.1a.	Learns about self by exploring hands, feet, body, and movement (SED1.1a)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 33- Demonstrates knowledge related to living things and their environment:

PROGRESS INDICATOR	SED1.1b.	Turns to familiar voice (SED1.1b)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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PROGRESS INDICATOR	SED1.1c.	Displays personal preferences and individual temperament (SED1.1c)
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		<u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression:
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	SED1.	<b>POSITIVE SELF-CONCEPT</b>
<b>INDICATOR</b>	SED1.2.	Developing self-confidence
<b>PROGRESS INDICATOR</b>	SED1.2a.	Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a)
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	SED1.	<b>POSITIVE SELF-CONCEPT</b>
<b>INDICATOR</b>	SED1.3.	Becoming autonomous and independent
<b>PROGRESS INDICATOR</b>	SED1.3a.	Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.3a)
		<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:

<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	SED2.	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	SED2.1.	Seeing and naming emotions in self and others
<b>PROGRESS INDICATOR</b>	SED2.1a.	Watches, observes, and listens to adults and other children (SED2.1a)
		<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:

<b>PROGRESS INDICATOR</b>	SED2.1b.	Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) (SED2.1b)
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	SED2.	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	SED2.2.	Expressing emotions

PROGRESS INDICATOR	SED2.2a.	<p>Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a)</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: 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:  Infants: 44- Uses dramatic play to express creativity:  Infants: 45- Demonstrates awareness of cause and effect:</p>
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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.3.	Communicating feelings, wants, and needs
PROGRESS INDICATOR	SED2.3a.	<p>Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a)</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: 15- Develops relationships with adults:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 45- Demonstrates awareness of cause and effect:</p>

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.5.	Showing care and concern for others
PROGRESS INDICATOR	SED2.5a.	<p>Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED2.5a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 16- Develops relationships with peers:</p>

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.1.	Developing relationships with adults
PROGRESS INDICATOR	SED3.1a.	<p>Responds differently to familiar and unfamiliar adults (SED3.1a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:</p>

PROGRESS INDICATOR	SED3.1b.	Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b)
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		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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PROGRESS INDICATOR	SED3.1c.	Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) (SED3.1c)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.2.	Developing relationships with other children
PROGRESS INDICATOR	SED3.2a.	Notices peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a)  <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:

PROGRESS INDICATOR	SED3.2b.	Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) (SED3.2b)  <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: 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: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 34- Demonstrates knowledge related to physical science: Infants: 47- Demonstrates problem-solving skills:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.3.	Engaging in cooperative play
PROGRESS INDICATOR	SED3.3a.	Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) (SED3.3a)  <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:
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PROGRESS INDICATOR	SED3.3b.	Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (SED3.3b)  <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:
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PROGRESS INDICATOR	SED3.3c.	Plays social games like peek-a-boo with a familiar adult (SED3.3c)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.1.	Understanding verbal and nonverbal cues
PROGRESS INDICATOR	CLLD1.1a.	Responds to speaker by turning head or shifting eye gaze (CLLD1.1a)  <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:

PROGRESS INDICATOR	CLLD1.1b.	Responds to tone or voice changes (CLLD1.1b)  <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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PROGRESS INDICATOR	CLLD1.1c.	Directs attention to sounds or object pointed at/to (CLLD1.1c)  <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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PROGRESS INDICATOR	CLLD1.1d.	Responds by looking when name is called (CLLD1.1d)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC		Early Infancy (0-8 months)
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STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	Using vocabulary and nonverbal cues to communicate
PROGRESS INDICATOR	CLLD1.2a.	<p>Uses sound, inflection, and gestures to communicate needs, desires, or emotions (CLLD1.2a)</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>
PROGRESS INDICATOR	CLLD1.2b.	<p>Cries, coos, babbles and makes other sounds (CLLD1.2b)</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>
PROGRESS INDICATOR	CLLD1.2c.	<p>Reaches and points to communicate (CLLD1.2c)</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: 13- Engages in self-expression:  Infants: 16- Develops relationships with peers:  Infants: 19- Uses nonverbal communication for a variety of purposes:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 45- Demonstrates awareness of cause and effect:  Infants: 47- Demonstrates problem-solving skills:</p>
STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions
PROGRESS INDICATOR	CLLD1.3a.	<p>Responds and engages with an adult or older peer (CLLD1.3a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 20- Uses increasingly complex spoken language:</p>

PROGRESS INDICATOR	CLLD1.3c.	Engages in vocal exchanges by babbling (CLLD1.3c)  <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:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)	
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.1.	Paying attention to print as meaningful
PROGRESS INDICATOR	CLLD2.1a.	Explores a book by touching it, patting it, or putting it in mouth (CLLD2.1a)  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)	
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR	CLLD2.3a.	Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) (CLLD2.3a)  <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:

PROGRESS INDICATOR	CLLD2.3b.	Begins to create speech and non-speech like sounds (e.g., babbling) (CLLD2.3b)  <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:
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD1.</b>	<b>USING SENSES</b>
<b>INDICATOR</b>	<b>HPD1.1.</b>	<b>Learning through all senses</b>
<b>PROGRESS INDICATOR</b>	<b>HPD1.1a.</b>	<p>Uses their senses to explore objects and people in the environment (HPD1.1a)</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>
<b>PROGRESS INDICATOR</b>	<b>HPD1.1b.</b>	<p>Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) (HPD1.1b)</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>
<b>PROGRESS INDICATOR</b>	<b>HPD1.1c.</b>	<p>Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting) (HPD1.1c)</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
<b>PROGRESS INDICATOR</b>	<b>HPD1.1d.</b>	<p>Uses oral sensory exploration to learn about the environment and for soothing (HPD1.1d)</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 10- Engages in a progression of individualized and imaginative play:  Infants: 31- Demonstrates scientific inquiry skills:</p>
<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD2.</b>	<b>GROSS MOTOR</b>

INDICATOR	HPD2.1.	Developing large muscle control
PROGRESS INDICATOR	HPD2.1a.	Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back (HPD2.1a)  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR	HPD2.2a.	Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) (HPD2.2a)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 05- Develops gross-motor skills: Infants: 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:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR	HPD3.1a.	Coordinates hands and eyes when reaching for and holding items (HPD3.1a)  <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

PROGRESS INDICATOR	HPD3.1b.	Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand (HPD3.1b)  <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: Infants: 46- Uses prior knowledge to build new knowledge:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD3.	FINE MOTOR

INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR	HPD3.2a.	<p>Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around (HPD3.2a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

PROGRESS INDICATOR	HPD3.2b.	<p>Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger) (HPD3.2b)</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: 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:  Infants: 46- Uses prior knowledge to build new knowledge:</p>
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.1.	Taking care of daily health needs
PROGRESS INDICATOR	HPD4.1a.	<p>Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) (HPD4.1a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>

PROGRESS INDICATOR	HPD4.1b.	<p>Communicates needs for comfort and care (HPD4.1b)</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.2.	Adopting safe behaviors
PROGRESS INDICATOR	HPD4.2a.	<p>Cries to indicate stress and to seek help (HPD4.2a)</p> <p><u>Progress Monitoring Skills</u>  Infants: 09- Demonstrates self-control:  Infants: 16- Develops relationships with peers:</p>

PROGRESS INDICATOR	HPD4.2b.	<p>Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b)</p> <p><u>Progress Monitoring Skills</u>  Infants: 13- Engages in self-expression:  Infants: 15- Develops relationships with adults:</p>
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STRAND / TOPIC	Early Infancy (0-8 months)	
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<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD4.</b>	<b>PHYSICAL HEALTH AND SELF-CARE</b>
<b>INDICATOR</b>	<b>HPD4.3.</b>	<b>Eating with healthy habits</b>
<b>PROGRESS INDICATOR</b>	<b>HPD4.3a.</b>	Sucks and swallows liquids from breast or bottle (HPD4.3a)  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:

<b>PROGRESS INDICATOR</b>	<b>HPD4.3b.</b>	Begins to eat solid foods (HPD4.3b)  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD4.</b>	<b>PHYSICAL HEALTH AND SELF-CARE</b>
<b>INDICATOR</b>	<b>HPD4.4.</b>	<b>Developing healthy habits for rest and sleep</b>
<b>PROGRESS INDICATOR</b>	<b>HPD4.4a.</b>	Begins to sleep well and shows alertness when awake (HPD4.4a)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

<b>PROGRESS INDICATOR</b>	<b>HPD4.4b.</b>	Sleeps for longer periods at a time and starts to have longer night-time sleep periods (HPD4.4b)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD1.</b>	<b>SCIENCE: THE NATURAL AND PHYSICAL WORLD</b>
<b>INDICATOR</b>	<b>CD1.1.</b>	<b>Paying attention to the natural world</b>
<b>PROGRESS INDICATOR</b>	<b>CD1.1a.</b>	Reacts with interest to nearby sights and sounds (CD1.1a)  <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:

<b>PROGRESS INDICATOR</b>	<b>CD1.1b.</b>	Reaches for and moves toward objects (CD1.1b)  <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:
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<b>STRAND / TOPIC</b>		<b>Early Infancy (0-8 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD1.</b>	<b>SCIENCE: THE NATURAL AND PHYSICAL WORLD</b>
<b>INDICATOR</b>	<b>CD1.2.</b>	<b>Testing questions and ideas</b>

PROGRESS INDICATOR	CD1.2a.	Repeats actions (e.g., making a noise or expression) to get repeated adult reaction (CD1.2a)  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:
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STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.1.	Learning about ways that people interact
PROGRESS INDICATOR	CD2.1a.	Reacts to, and carefully observes, the actions of adults and peers (CD2.1a)  <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.2.	Understanding relationships and connections
PROGRESS INDICATOR	CD2.2a.	Shows preference for familiar people with smiles and an open facial expression (CD2.2a)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.3.	Learning about differences
PROGRESS INDICATOR	CD2.3a.	Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a)  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers: Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.1.	Comparing numbers, counting, and recognizing quantities
PROGRESS INDICATOR	CD3.1a.	After observing a picture or display with one item, pays longer attention to a picture or display with two or three items (CD3.1a)  <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:

STRAND / TOPIC	Early Infancy (0-8 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	



INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.4.	Sorting, classifying, and patterning
PROGRESS INDICATOR	CD3.4a.	Shows a beginning alertness to something “different” by holding attention to briefly study the new item or face (CD3.4a)
		<u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

PROGRESS INDICATOR	CD3.4b.	Anticipates the next move in a game of peek-a-boo (CD3.4b)
		<u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.5.	Describing, comparing, and measuring
PROGRESS INDICATOR	CD3.5a.	Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration) (CD3.5a)
		<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:

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	Exploring and expressing ideas through movement and dance
PROGRESS INDICATOR	CD4.1a.	With feet on a flat surface, and with adult support, pushes down with legs (CD4.1a)
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR	CD4.2a.	Responds to adult by copying sounds (CD4.2a)
		<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:

PROGRESS INDICATOR	CD4.2b.	Engages in a “conversation” with adult by taking turns making sounds (CD4.2b)
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		<u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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PROGRESS INDICATOR	CD4.2c.	Responds to music by either quieting or becoming more active (CD4.2c)  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR	CD4.3a.	Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a)  <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: 19- Uses nonverbal communication for a variety of purposes:

PROGRESS INDICATOR	CD4.3b.	Protests with expression or vocalization when playful interactions stop (CD4.3b)  <u>Progress Monitoring Skills</u> 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: 44- Uses dramatic play to express creativity:
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STRAND / TOPIC		Early Infancy (0-8 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR	CD4.4a.	Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a)  <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR	APL1.1c.	Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:

		<p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 06- Develops fine-motor skills:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p> <p>Infants: 34- Demonstrates knowledge related to physical science:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR	APL1.2e.	<p>Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2e)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 27- Explores and communicates about distance, weight, length, height, and time:</p> <p>Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p> <p>Infants: 31- Demonstrates scientific inquiry skills:</p>
PROGRESS INDICATOR	APL1.2f.	<p>Moves toward interesting people, sounds, objects, and activities (APL1.2f)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>Infants: 16- Develops relationships with peers:</p> <p>Infants: 47- Demonstrates problem-solving skills:</p>
PROGRESS INDICATOR	APL1.2g.	<p>Seeks out objects that an adult hides (APL1.2g)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>
PROGRESS INDICATOR	APL1.2h.	<p>Plays with one object for a few minutes before focusing on a different object (APL1.2h)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>Infants: 09- Demonstrates self-control:</p>

PROGRESS INDICATOR	APL1.2i.	Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL1.2i)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR	APL2.1b.	Observes other people's use of objects (APL2.1b)  <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:

PROGRESS INDICATOR	APL2.1c.	Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1c)  <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:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory
PROGRESS INDICATOR	APL3.2c.	Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.3.	Thinking flexibly and adapting
PROGRESS INDICATOR	APL3.3c.	Shows ability to shift focus to attend to something else (APL3.3c)  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:

PROGRESS INDICATOR	APL3.3d.	Participates in a new activity or tries new ways to solve a problem with little protest (APL3.3d)  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related: Infants: 47- Demonstrates problem-solving skills:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)</b>
<b>INDICATOR / STANDARD</b>	<b>APL3.</b>	<b>EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>
<b>INDICATOR</b>	<b>APL3.5.</b>	<b>Persisting and problem-solving</b>
<b>PROGRESS INDICATOR</b>	<b>APL3.5d.</b>	Repeats attempts to communicate or repeats actions to get desired action or object (APL3.5d)  <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: Infants: 13- Engages in self-expression:

<b>PROGRESS INDICATOR</b>	<b>APL3.5e.</b>	Persists in looking to find things that are hidden (APL3.5e)  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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<b>PROGRESS INDICATOR</b>	<b>APL3.5f.</b>	Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) (APL3.5f)  <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED1.</b>	<b>POSITIVE SELF-CONCEPT</b>
<b>INDICATOR</b>	<b>SED1.1.</b>	<b>Developing self-awareness</b>
<b>PROGRESS INDICATOR</b>	<b>SED1.1d.</b>	Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) (SED1.1d)  <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:

<b>PROGRESS INDICATOR</b>	<b>SED1.1e.</b>	Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) (SED1.1e)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED1.</b>	<b>POSITIVE SELF-CONCEPT</b>
<b>INDICATOR</b>	<b>SED1.2.</b>	<b>Developing self-confidence</b>
<b>PROGRESS INDICATOR</b>	<b>SED1.2b.</b>	Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") (SED1.2b)  <u>Progress Monitoring Skills</u>

		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p>
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED2.</b>	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	<b>SED2.1.</b>	<b>Seeing and naming emotions in self and others</b>
<b>PROGRESS INDICATOR</b>	<b>SED2.1c.</b>	<p>Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c)</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>

<b>PROGRESS INDICATOR</b>	<b>SED2.1d.</b>	<p>Begins to have a greater awareness of own emotions (e.g., says or gestures “no” to refuse, babbles or laughs when happy) (SED2.1d)</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: 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:            Infants: 20- Uses increasingly complex spoken language:            Infants: 45- Demonstrates awareness of cause and effect:</p>
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED2.</b>	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	<b>SED2.2.</b>	<b>Expressing emotions</b>
<b>PROGRESS INDICATOR</b>	<b>SED2.2b.</b>	<p>Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) (SED2.2b)</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: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:            Infants: 19- Uses nonverbal communication for a variety of purposes:            Infants: 45- Demonstrates awareness of cause and effect:</p>

<b>PROGRESS INDICATOR</b>	<b>SED2.2c.</b>	<p>Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c)</p>
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		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED2.</b>	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	<b>SED2.3.</b>	Communicating feelings, wants, and needs
<b>PROGRESS INDICATOR</b>	<b>SED2.3b.</b>	Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b)  <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:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED2.</b>	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	<b>SED2.4.</b>	Regulating emotions
<b>PROGRESS INDICATOR</b>	<b>SED2.4c.</b>	Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) (SED2.4c)  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED2.</b>	<b>EMOTIONAL COMPETENCE</b>
<b>INDICATOR</b>	<b>SED2.5.</b>	Showing care and concern for others
<b>PROGRESS INDICATOR</b>	<b>SED2.5b.</b>	Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) (SED2.5b)  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED3.</b>	<b>INTERACTING WITH OTHERS</b>
<b>INDICATOR</b>	<b>SED3.1.</b>	Developing relationships with adults
<b>PROGRESS INDICATOR</b>	<b>SED3.1e.</b>	Reacts or may become distressed when separated from familiar adults (SED3.1e)  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

<b>PROGRESS INDICATOR</b>	<b>SED3.1f.</b>	Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED3.</b>	<b>INTERACTING WITH OTHERS</b>
<b>INDICATOR</b>	<b>SED3.2.</b>	<b>Developing relationships with other children</b>
<b>PROGRESS INDICATOR</b>	<b>SED3.2c.</b>	Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2c)  <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:

<b>PROGRESS INDICATOR</b>	<b>SED3.2d.</b>	Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds) (SED3.2d)  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>
<b>INDICATOR / STANDARD</b>	<b>SED3.</b>	<b>INTERACTING WITH OTHERS</b>
<b>INDICATOR</b>	<b>SED3.3.</b>	<b>Engaging in cooperative play</b>
<b>PROGRESS INDICATOR</b>	<b>SED3.3d.</b>	Begins to engage in solitary play with materials, and observes other people's use of objects (SED3.3d)  <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:

<b>PROGRESS INDICATOR</b>	<b>SED3.3e.</b>	Imitates simple actions (e.g., claps hands together, covers eyes with hands) (SED3.3e)  <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: 11- Demonstrates a cooperative and flexible approach to play: Infants: 13- Engages in self-expression: Infants: 16- Develops relationships with peers: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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<b>PROGRESS INDICATOR</b>	<b>SED3.3f.</b>	Observes playful actions of familiar adults and imitates them (SED3.3f)  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to
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		play: Infants: 16- Develops relationships with peers:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)</b>
<b>INDICATOR / STANDARD</b>	<b>CLLD1.</b>	<b>COMMUNICATION</b>
<b>INDICATOR</b>	<b>CLLD1.1.</b>	<b>Understanding verbal and nonverbal cues</b>
<b>PROGRESS INDICATOR</b>	<b>CLLD1.1e.</b>	Follows simple requests paired with gestures (CLLD1.1e)  <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:

<b>PROGRESS INDICATOR</b>	<b>CLLD1.1f.</b>	Begins to respond through sounds or gestures to others' questions (CLLD1.1f)  <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: 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: Infants: 45- Demonstrates awareness of cause and effect:
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<b>PROGRESS INDICATOR</b>	<b>CLLD1.1h.</b>	Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) (CLLD1.1h)  <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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<b>PROGRESS INDICATOR</b>	<b>CLLD1.1i.</b>	Recognizes common objects when named (e.g., cup) (CLLD1.1i)  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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<b>PROGRESS INDICATOR</b>	<b>CLLD1.1j.</b>	Begins to show understanding of approximately 50 words (CLLD1.1j)  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)</b>

INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	Using vocabulary and nonverbal cues to communicate
PROGRESS INDICATOR	CLLD1.2d.	Imitates actions of others as nonverbal communication (CLLD1.2d)  <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:

PROGRESS INDICATOR	CLLD1.2e.	Makes vocal or non-vocal protests/demands (CLLD1.2e)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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PROGRESS INDICATOR	CLLD1.2f.	Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention (CLLD1.2f)  <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: 44- Uses dramatic play to express creativity: Infants: 45- Demonstrates awareness of cause and effect:
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PROGRESS INDICATOR	CLLD1.2g.	Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words CLLD1.2g)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions
PROGRESS INDICATOR	CLLD1.3d.	Takes turn in "conversation" or vocal play with adults (CLLD1.3d)

		<u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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PROGRESS INDICATOR	CLLD1.3f.	Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes) (CLLD1.3f)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.1.	Paying attention to print as meaningful
PROGRESS INDICATOR	CLLD2.1b.	Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material (CLLD2.1b)  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR	CLLD2.3c.	Begins to imitate sounds they hear in their everyday environment (CLLD2.3c)  <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:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.1.	Drawing, scribbling, and writing to communicate
PROGRESS INDICATOR	CLLD3.1a.	Makes scribbles or marks on writing materials (CLLD3.1a)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

PROGRESS INDICATOR	CLLD3.1b.	Understands that marks on a page can communicate meaning (CLLD3.1b)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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PROGRESS INDICATOR	CLLD3.1c.	Uses writing instruments to make distinct marks (CLLD3.1c)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes
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STRAND / TOPIC	Later Infancy (6-14 months)	
STANDARD / STRAND	AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)	
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.2.	Developing writing habits and skills
PROGRESS INDICATOR	CLLD3.2a.	Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) (CLLD3.2a)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

STRAND / TOPIC	Later Infancy (6-14 months)	
STANDARD / STRAND	AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)	
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.3.	Handling writing tools
PROGRESS INDICATOR	CLLD3.3a.	Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

PROGRESS INDICATOR	CLLD3.3b.	Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b)  <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: 24- Uses writing for variety of purposes Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
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STRAND / TOPIC	Later Infancy (6-14 months)	
STANDARD / STRAND	AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)	
INDICATOR / STANDARD	HPD1.	USING SENSES
INDICATOR	HPD1.1.	Learning through all senses
PROGRESS INDICATOR	HPD1.1e.	Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1e)  <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:

PROGRESS INDICATOR	HPD1.1f.	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1f)
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		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
PROGRESS INDICATOR	HPD1.1g.	Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way (HPD1.1g)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects: Infants: 31- Demonstrates scientific inquiry skills: Infants: 45- Demonstrates awareness of cause and effect:
PROGRESS INDICATOR	HPD1.1h.	Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) (HPD1.1h)  <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>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	HPD2.	<b>GROSS MOTOR</b>
<b>INDICATOR</b>	HPD2.1.	<b>Developing large muscle control</b>
PROGRESS INDICATOR	HPD2.1b.	Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b)  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: Infants: 29- Explores, recognizes, and describes spatial relationships between objects:
PROGRESS INDICATOR	HPD2.1c.	Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c)  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
PROGRESS INDICATOR	HPD2.1d.	Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d)

		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	HPD2.	<b>GROSS MOTOR</b>
<b>INDICATOR</b>	HPD2.2.	Exploring the environment
<b>PROGRESS INDICATOR</b>	HPD2.2b.	Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) (HPD2.2b)
		<u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	HPD3.	<b>FINE MOTOR</b>
<b>INDICATOR</b>	HPD3.1.	Using eyes and hands together
<b>PROGRESS INDICATOR</b>	HPD3.1c.	Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container (HPD3.1c)
		<u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	HPD3.	<b>FINE MOTOR</b>
<b>INDICATOR</b>	HPD3.2.	Developing small muscle control
<b>PROGRESS INDICATOR</b>	HPD3.2c.	Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures (HPD3.2c)
		<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:

<b>PROGRESS INDICATOR</b>	HPD3.2d.	Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together (HPD3.2d)
		<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:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
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<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD4.</b>	<b>PHYSICAL HEALTH AND SELF-CARE</b>
<b>INDICATOR</b>	<b>HPD4.1.</b>	<b>Taking care of daily health needs</b>
<b>PROGRESS INDICATOR</b>	<b>HPD4.1c.</b>	Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing (HPD4.1c)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>PROGRESS INDICATOR</b>	<b>HPD4.1d.</b>	Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change (HPD4.1d)  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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<b>PROGRESS INDICATOR</b>	<b>HPD4.1e.</b>	Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1e)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD4.</b>	<b>PHYSICAL HEALTH AND SELF-CARE</b>
<b>INDICATOR</b>	<b>HPD4.2.</b>	<b>Adopting safe behaviors</b>
<b>PROGRESS INDICATOR</b>	<b>HPD4.2c.</b>	Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments (HPD4.2c)  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 15- Develops relationships with adults:

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>
<b>INDICATOR / STANDARD</b>	<b>HPD4.</b>	<b>PHYSICAL HEALTH AND SELF-CARE</b>
<b>INDICATOR</b>	<b>HPD4.3.</b>	<b>Eating with healthy habits</b>
<b>PROGRESS INDICATOR</b>	<b>HPD4.3c.</b>	May begin to eat food with fingers, like small pieces of papaya and mango (HPD4.3c)  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 02- Participates in activities related to nutrition:

<b>PROGRESS INDICATOR</b>	<b>HPD4.3d.</b>	Shows preference for some foods (HPD4.3d)  <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition:
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>

INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.4.	Developing healthy habits for rest and sleep
PROGRESS INDICATOR	HPD4.4c.	Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c)
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

PROGRESS INDICATOR	HPD4.4d.	Responds to verbal cues like “it’s time to take a nap” by snuggling favorite sleep toy; takes several naps during the day (HPD4.4d)
		<u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.1.	Paying attention to the natural world
PROGRESS INDICATOR	CD1.1c.	Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c)
		<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:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.2.	Testing questions and ideas
PROGRESS INDICATOR	CD1.2b.	Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity (CD1.2b)
		<u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

PROGRESS INDICATOR	CD1.2c.	Enjoys searching for objects within reach but hidden from view (e.g., under a blanket) (CD1.2c)
		<u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills:

STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.1.	Learning about ways that people interact
PROGRESS INDICATOR	CD2.1b.	Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b)
		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:



		<p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>Infants: 44- Uses dramatic play to express creativity:</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p>
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD2.</b>	<b>Social Science: People, Community, and Culture</b>
<b>INDICATOR</b>	<b>CD2.2.</b>	<b>Understanding relationships and connections</b>
<b>PROGRESS INDICATOR</b>	<b>CD2.2b.</b>	<p>Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 15- Develops relationships with adults:</p>

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD2.</b>	<b>Social Science: People, Community, and Culture</b>
<b>INDICATOR</b>	<b>CD2.3.</b>	<b>Learning about differences</b>
<b>PROGRESS INDICATOR</b>	<b>CD2.3b.</b>	<p>Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>Infants: 15- Develops relationships with adults:</p>

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD3.</b>	<b>MATHEMATICS</b>
<b>INDICATOR</b>	<b>CD3.1.</b>	<b>Comparing numbers, counting, and recognizing quantities</b>
<b>PROGRESS INDICATOR</b>	<b>CD3.1b.</b>	<p>Says, signs, or gestures for “more” to request additional food or items (CD3.1b)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p>

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD3.</b>	<b>MATHEMATICS</b>
<b>INDICATOR</b>	<b>CD3.3.</b>	<b>Geometric thinking and spatial reasoning</b>
<b>PROGRESS INDICATOR</b>	<b>CD3.3a.</b>	<p>Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a)</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space:</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>

<b>PROGRESS INDICATOR</b>	<b>CD3.3b.</b>	Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and
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		<p>shapes (CD3.3b)</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: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:</p>
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD3.</b>	<b>MATHEMATICS</b>
<b>INDICATOR</b>	<b>CD3.4.</b>	<b>Sorting, classifying, and patterning</b>
<b>PROGRESS INDICATOR</b>	<b>CD3.4c.</b>	<p>Anticipates the next action in a pattern of clapping or bouncing on a caregiver's knee (CD3.4c)</p> <p><u>Progress Monitoring Skills</u>  Infants: 28- Sorts, orders, classifies, and creates patterns:</p>

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD3.</b>	<b>MATHEMATICS</b>
<b>INDICATOR</b>	<b>CD3.5.</b>	<b>Describing, comparing, and measuring</b>
<b>PROGRESS INDICATOR</b>	<b>CD3.5b.</b>	<p>Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers) (CD3.5b)</p> <p><u>Progress Monitoring Skills</u>  Infants: 28- Sorts, orders, classifies, and creates patterns:  Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p>

<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>
<b>INDICATOR / STANDARD</b>	<b>CD4.</b>	<b>FINE ARTS</b>
<b>INDICATOR</b>	<b>CD4.1.</b>	<b>Exploring and expressing ideas through movement and dance</b>
<b>PROGRESS INDICATOR</b>	<b>CD4.1b.</b>	<p>Stands alone very briefly with adult supporting nearby (CD4.1b)</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>

<b>PROGRESS INDICATOR</b>	<b>CD4.1c.</b>	<p>Takes a step or more while holding on to adult or other supports (CD4.1c)</p> <p><u>Progress Monitoring Skills</u>  Infants: 05- Develops gross-motor skills:</p>
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<b>PROGRESS INDICATOR</b>	<b>CD4.1d.</b>	<p>Responds to music by bouncing (CD4.1d)</p> <p><u>Progress Monitoring Skills</u>  Infants: 41- Participates in dance to express creativity:</p>
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<b>STRAND / TOPIC</b>		<b>Later Infancy (6-14 months)</b>
<b>STANDARD / STRAND</b>		<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>

INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR	CD4.2d.	Imitates adults sounds including multiple syllables (e.g., “mamama”, “dadada”) (CD4.2d)  <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:

PROGRESS INDICATOR	CD4.2e.	Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping (CD4.2e)  <u>Progress Monitoring Skills</u> Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR	CD4.3c.	Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c)  <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes

PROGRESS INDICATOR	CD4.3d.	Copies simple gestures such as waving goodbye (CD4.3d)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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STRAND / TOPIC		Later Infancy (6-14 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.4.	Using visual arts media to express thoughts and feelings
PROGRESS INDICATOR	CD4.4b.	Watches faces and responds to presence of familiar figures (CD4.4b)  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

PROGRESS INDICATOR	CD4.4d.	Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision (CD4.4d)  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and
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		<p>child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 06- Develops fine-motor skills:  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:  Infants: 34- Demonstrates knowledge related to physical science:  Infants: 47- Demonstrates problem-solving skills:</p>
PROGRESS INDICATOR	CD4.4e.	<p>Shows interest in certain images or objects by vocalizing or reaching (CD4.4e)</p> <p><u>Progress Monitoring Skills</u>  Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p>

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