



# Curriculum Alignment with

## Indiana Early Learning Foundations

Grade: **Ages 25 to 36 months** - Adopted: **2015**

<b>STANDARD / STRAND</b>	<b>IN.OT.ELA.</b>	<b>English / Language Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.ELA1.</b>	<b>Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.ELA1.1.</b>	<b>Demonstrate receptive communication</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.ELA1.1.1.</b>	<p>Demonstrate continual growth in understanding increasingly complex and varied vocabulary</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2            Follows one-step directions            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3            Follows multi-step directions with adult reminders            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4            Responds to simple questions            2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1            Understands the meaning of common words like body parts and words used in books and songs</p>

<b>EXPECTATION / INDICATOR</b>	<b>OT.ELA1.1.2.</b>	<p>Respond to simple sentences, phrases, gestures and/or actions</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1            Uses words, signs and simple phrases to initiate or extend conversations</p>
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<b>EXPECTATION / INDICATOR</b>	<b>OT.ELA1.1.3.</b>	<p>Follow simple one-step directions</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2            Follows one-step directions            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3            Follows multi-step directions with adult reminders</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.ELA.</b>	<b>English / Language Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.ELA1.</b>	<b>Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.ELA1.2.</b>	<b>Demonstrate expressive communication</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.ELA1.2.1.</b>	<p>Demonstrate continual growth in increasingly varied and complex vocabulary</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5            Uses vocabulary words from books and songs</p>

<b>EXPECTATION / INDICATOR</b>	<b>OT.ELA1.2.2.</b>	<b>Use gestures and actions to communicate</b>
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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EXPECTATION / INDICATOR	OT.ELA1.2.3.	Use simple phrases or simple sentences  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs
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EXPECTATION / INDICATOR	OT.ELA1.2.4.	Talk about past, present, and future events  <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
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STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA1.	Communication Process - Early learners develop foundational skills to communicate effectively for a variety of purposes.
INDICATOR / STANDARD	OT.ELA1.3.	Demonstrate ability to engage in conversations
EXPECTATION / INDICATOR	OT.ELA1.3.1.	Take turns in a conversation  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time

EXPECTATION / INDICATOR	OT.ELA1.3.2.	Respond to a request for clarification  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions
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STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
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PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.3.	Demonstrate awareness and understanding of concepts of print
EXPECTATION / INDICATOR	OT.ELA2.3.2.	Recite parts of well-known stories, rhymes, and songs  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes

EXPECTATION / INDICATOR	OT.ELA2.3.3.	Hold books with two hands and turns pages  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA2.	Early Reading - Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension.
INDICATOR / STANDARD	OT.ELA2.4.	Demonstrate comprehension
EXPECTATION / INDICATOR	OT.ELA2.4.1.	Show preference for familiar stories and report phrases of the story  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences

EXPECTATION / INDICATOR	OT.ELA2.4.3.	Tell a story from pictures in the book  <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OT.ELA3.1.	Demonstrate mechanics of writing
EXPECTATION / INDICATOR	OT.ELA3.1.1.	Explore drawing, painting, and writing as a way of communicating  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress

		<p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress</p> <p>Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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EXPECTATION / INDICATOR	OT.ELA3.1.2.	<p>Make scribbles or shapes to convey meaning</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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STANDARD / STRAND	IN.OT.ELA.	English / Language Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.ELA3.	Early Writing - Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.
INDICATOR / STANDARD	OT.ELA3.2.	Demonstrate ability to communicate a story
EXPECTATION / INDICATOR	OT.ELA3.2.1.	<p>Draw pictures and scribble to generate and express ideas</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress</p> <p>Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M1.	Numeracy - Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.
INDICATOR / STANDARD	OT.M1.3.	Recognition of number relations
EXPECTATION / INDICATOR	OT.M1.3.3.	<p>Give some when asked</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress</p> <p>Monitoring Skill: 25.1 Subitizes up to two objects</p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress</p> <p>Monitoring Skill: 25.2 Counts in sequence up to five</p> <p>2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress</p> <p>Monitoring Skill: 26.1</p>

		Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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EXPECTATION / INDICATOR	OT.M1.3.4.	<p>Give the rest when asked</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects            2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five            2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1            Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
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STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M2.	Computation and Algebraic Thinking - Early learners develop foundational skills in learning to understand mathematic structure and patterning.
INDICATOR / STANDARD	OT.M2.2.	Demonstrate awareness of patterning
EXPECTATION / INDICATOR	OT.M2.2.1.	<p>Recognize natural patterns in the environment</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

EXPECTATION / INDICATOR	OT.M2.2.2.	<p>Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment            2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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EXPECTATION / INDICATOR	OT.M2.2.3.	<p>Show greater recognition of daily routines</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals            2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines            2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M3.	Data Analysis - Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

INDICATOR / STANDARD	OT.M3.1.	Demonstrate understanding of classifying
EXPECTATION / INDICATOR	OT.M3.1.1.	Identify similarities and differences in objects  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M4.	Geometry - Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.
INDICATOR / STANDARD	OT.M4.1.	Understanding of spatial relationships
EXPECTATION / INDICATOR	OT.M4.1.1.	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OT.M5.1.	Understand concept of time
EXPECTATION / INDICATOR	OT.M5.1.1.	Follow steps in a simple routine  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

STANDARD / STRAND	IN.OT.M.	Mathematics (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.M5.	Measurement - Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.
INDICATOR / STANDARD	OT.M5.2.	Understand measurement through description and comparison
EXPECTATION / INDICATOR	OT.M5.2.1.	Sort objects into two categories based on attributes  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the

		<p>environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE1.	Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.
INDICATOR / STANDARD	OT.SE1.1.	Demonstrate self-awareness and confidence
EXPECTATION / INDICATOR	OT.SE1.1.1.	<p>Use gestures and actions to reference self in conversation</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION / INDICATOR	OT.SE1.1.2.	<p>Demonstrate use of personal pronouns</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION / INDICATOR	OT.SE1.1.3.	<p>Show sense of self satisfaction with own abilities and preferences</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
EXPECTATION / INDICATOR	OT.SE1.1.4.	<p>Begin to show independence by occasionally resisting adult control</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SE.</b>	<b>Social Emotional Skills (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SE1.</b>	<b>Sense of Self - Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SE1.2.</b>	<b>Demonstrate identification and expression of emotions</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SE1.2.1.</b>	<p>Express both positive and negative feelings about participating in activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SE1.2.2.</b>	<p>Observe a peer's emotion and approach a familiar adult to communicate concern</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SE1.2.3.</b>	<p>Demonstrate empathy to another child</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SE1.2.4.</b>	<p>Begin to use words to express feelings</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial</p>

		expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE2.	Self-Regulation - Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.
INDICATOR / STANDARD	OT.SE2.1.	Demonstrate self control
EXPECTATION / INDICATOR	OT.SE2.1.1.	Follow simple routines with adult support  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

EXPECTATION / INDICATOR	OT.SE2.1.2.	Self-soothe independently  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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EXPECTATION / INDICATOR	OT.SE2.1.3.	Regulate some impulses with adult support  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals
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STANDARD / STRAND	IN.OT.SE.	Social Emotional Skills (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SE4.	Building Relationships - Early learners develop foundational skills that support social development and engagement with others.
INDICATOR / STANDARD	OT.SE4.1.	Demonstrate relationship skills
EXPECTATION / INDICATOR	OT.SE4.1.1.	Stay connected with familiar adults  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations

EXPECTATION / INDICATOR	OT.SE4.1.2.	Separate from familiar adults in a familiar setting with minimal distress
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXPECTATION / INDICATOR	OT.SE4.1.4.	Imitate and model friendship skills  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
EXPECTATION / INDICATOR	OT.SE4.1.5.	Engage in parallel play  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play
EXPECTATION / INDICATOR	OT.SE4.1.6.	Begin to exhibit skills in associative play  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress

		<p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress</p> <p>Monitoring Skill: 17.2 Follows one-step directions</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.APL.</b>	<b>Approaches to Play and Learning (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.APL1.</b>	<b>Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.APL1.1.</b>	<b>Demonstrate initiative and self-direction</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.APL1.1.1.</b>	<p>At times, initiate a new task</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress</p> <p>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

<b>EXPECTATION / INDICATOR</b>	<b>OT.APL1.1.2.</b>	<p>Verbally express a desire to complete task by self</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress</p> <p>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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<b>EXPECTATION / INDICATOR</b>	<b>OT.APL1.1.3.</b>	<p>Independently select and use materials</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains</p>
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		<p>focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STANDARD / STRAND	IN.OT.APL.	Approaches to Play and Learning (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.APL1.	Initiative and Exploration - Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.
INDICATOR / STANDARD	OT.APL1.2.	Demonstrate interest and curiosity as a learner
EXPECTATION / INDICATOR	OT.APL1.2.1.	<p>Ask questions about novel objects, people, and experiences</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION / INDICATOR	OT.APL1.2.2.	<p>Demonstrate enthusiasm for new learning (may be within familiar contexts)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION / INDICATOR	OT.APL1.2.3.	<p>Use active exploration to solve a problem</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.APL.</b>	<b>Approaches to Play and Learning (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.APL2.</b>	<b>Flexible Thinking - Early learners develop foundational skills that support flexible thinking and social interactions during play.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.APL2.1.</b>	<b>Demonstrate development of flexible thinking skills during play</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.APL2.1.1.</b>	<p>Substitute one object for another in pretend play or pretend with objects that may or may not be present</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>STANDARD / STRAND</b>	<b>IN.OT.APL.</b>	<b>Approaches to Play and Learning (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.APL3.</b>	<b>Attentiveness and Persistence - Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.APL3.1.</b>	<b>Demonstrate development of sustained attention and persistence</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.APL3.1.1.</b>	<p>Attend to a book for longer periods of time (jointly or independently)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

<b>EXPECTATION / INDICATOR</b>	<b>OT.APL3.1.2.</b>	<p>Focus on an activity for short periods of time despite distractions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult</p>
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		support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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<b>STANDARD / STRAND</b>	<b>IN.OT.APL.</b>	<b>Approaches to Play and Learning (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.APL4.</b>	<b>Social Interactions - Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.APL4.1.</b>	<b>Demonstrate development of social interactions during play</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.APL4.1.1.</b>	Engage in parallel play  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play

<b>EXPECTATION / INDICATOR</b>	<b>OT.APL4.1.2.</b>	Begin to exhibit skills in associative play  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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<b>EXPECTATION / INDICATOR</b>	<b>OT.APL4.1.3.</b>	Participate in play activities with a small group of children for short periods of time  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach
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		<p>to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC1.</b>	<b>Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC1.1.</b>	<b>Demonstrate ability to explore objects in the physical world</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SC1.1.1.</b>	<p>Use simple words to describe sensory experiences, objects, and how objects move</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, swirl)</p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>

<b>EXPECTATION / INDICATOR</b>	<b>OT.SC1.1.2.</b>	<p>Identify and solve problems in the environment through active exploration</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC1.</b>	<b>Physical Science - Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC1.2.</b>	<b>Demonstrate awareness of the physical properties of objects</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SC1.2.1.</b>	<p>Describe physical properties using simple words</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC2.</b>	<b>Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC2.1.</b>	<b>Recognize the characteristics of Earth and sky</b>

EXPECTATION / INDICATOR	OT.SC2.1.2.	<p>Name objects in the sky</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3  Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC2.</b>	<b>Earth and Space Science - Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC2.2.</b>	<b>Recognize seasonal and weather related changes</b>
EXPECTATION / INDICATOR	OT.SC2.2.1.	<p>Communicate awareness that the environment, weather, and seasons change</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4  Observes and discusses the weather</p>

EXPECTATION / INDICATOR	OT.SC2.2.2.	<p>Name different kinds of weather</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4  Observes and discusses the weather</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC3.</b>	<b>Life Science - Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC3.1.</b>	<b>Demonstrate awareness of life</b>
EXPECTATION / INDICATOR	OT.SC3.1.1.	<p>Name characteristics of living organisms</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

EXPECTATION / INDICATOR	OT.SC3.1.2.	<p>Name more complex body parts</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1  Understands the meaning of common words like body parts and words used in books and songs</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SC.</b>	<b>Science (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SC4.</b>	<b>Engineering - Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SC4.1.</b>	<b>Demonstrate engineering design skills</b>
EXPECTATION / INDICATOR	OT.SC4.1.1.	<p>Use tools to serve a purpose or solve a problem</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)
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EXPECTATION / INDICATOR	OT.SC4.1.2.	<p>Notice whether the solution was successful</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas  2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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EXPECTATION / INDICATOR	OT.SC4.1.3.	<p>Use complex motions to play with simple machines</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play</p>
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STANDARD / STRAND	IN.OT.SC.	Science (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SC5.	Scientific Inquiry and Method - Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.
INDICATOR / STANDARD	OT.SC5.1.	Demonstrate scientific curiosity
EXPECTATION / INDICATOR	OT.SC5.1.1.	<p>Demonstrate curiosity and ask for more information</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS1.	Self - Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.
INDICATOR / STANDARD	OT.SS1.1.	Demonstrate development of self
EXPECTATION / INDICATOR	OT.SS1.1.1.	<p>Participate in and imitate celebrations and other cultural events for family, peers, and community if observed</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>

		Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)
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EXPECTATION / INDICATOR	OT.SS1.1.2.	<p>Begin to demonstrate a sense of belonging to a group by engaging in associative play</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play            2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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EXPECTATION / INDICATOR	OT.SS1.1.3.	<p>Begin to gesture and ask simple questions regarding differences and/or similarities between self and others</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.1.	Demonstrate awareness of chronological thinking
EXPECTATION / INDICATOR	OT.SS2.1.1.	<p>Begin to recognize the sequence of events as part of a daily routine</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS2.	History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.
INDICATOR / STANDARD	OT.SS2.3.	Demonstrate awareness of the foundations of government
EXPECTATION / INDICATOR	OT.SS2.3.1.	<p>Begin to recognize familiar aspects of community or cultural symbols</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p>

		<p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
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<b>STANDARD / STRAND</b>	<b>IN.OT.SS.</b>	<b>Social Studies (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SS2.</b>	<b>History and Events - Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SS2.4.</b>	<b>Demonstrate awareness of the functions of government</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SS2.4.1.</b>	<p>Begin to demonstrate an understanding of rules</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

<b>STANDARD / STRAND</b>	<b>IN.OT.SS.</b>	<b>Social Studies (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SS3.</b>	<b>Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SS3.1.</b>	<b>Demonstrate awareness of the world in spatial terms</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SS3.1.2.</b>	<p>Experiment with materials to represent objects in play</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

<b>STANDARD / STRAND</b>	<b>IN.OT.SS.</b>	<b>Social Studies (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.SS3.</b>	<b>Geography - Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.SS3.3.</b>	<b>Demonstrate awareness of environment and society</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.SS3.3.1.</b>	<p>Explore characteristics and ask questions about aspects of the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>

		Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS4.	Economics - Early learners develop foundational skills in learning and understanding the functions of an economy.
INDICATOR / STANDARD	OT.SS4.1.	Demonstrate awareness of economics
EXPECTATION / INDICATOR	OT.SS4.1.1.	Use props related to buying and selling items during play  <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

EXPECTATION / INDICATOR	OT.SS4.1.2.	Communicate wants and needs  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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EXPECTATION / INDICATOR	OT.SS4.1.3.	Recognize various familiar workers in the community  <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
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EXPECTATION / INDICATOR	OT.SS4.1.4.	Begin to role play different jobs  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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STANDARD / STRAND	IN.OT.SS.	Social Studies (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.SS5.	Citizenship - Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.
INDICATOR / STANDARD	OT.SS5.1.	Demonstrate awareness of citizenship
EXPECTATION / INDICATOR	OT.SS5.1.1.	Participate in simple routines with adult support  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her

		community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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EXPECTATION / INDICATOR	OT.SS5.1.2.	Identify preferences  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences
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<b>STANDARD / STRAND</b>	<b>IN.OT.CA.</b>	<b>Creative Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.CA1.</b>	<b>Music - Early learners develop foundational skills that support creative expression through voice, instruments, and objects.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.CA1.1.</b>	<b>Demonstrate creative music expression</b>
EXPECTATION / INDICATOR	OT.CA1.1.1.	Respond to music by moving own body  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

EXPECTATION / INDICATOR	OT.CA1.1.2.	Experiment with vocalizations, sounds, and musical instruments  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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EXPECTATION / INDICATOR	OT.CA1.1.3.	Initiate singing a song repeatedly  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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EXPECTATION / INDICATOR	OT.CA1.1.5.	Participate in diverse musical genres and styles  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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		2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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<b>STANDARD / STRAND</b>	<b>IN.OT.CA.</b>	<b>Creative Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.CA2.</b>	<b>Dance - Early learners develop foundational skills that support creative expression through movement.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.CA2.1.</b>	<b>Demonstrate creative movement expression</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.CA2.1.1.</b>	Use dance for self-expression
		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities

<b>STANDARD / STRAND</b>	<b>IN.OT.CA.</b>	<b>Creative Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.CA3.</b>	<b>Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.CA3.1.</b>	<b>Demonstrate creative expression through the visual art process</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.CA3.1.1.</b>	Enjoy repetition of materials and experiences
		<u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

<b>STANDARD / STRAND</b>	<b>IN.OT.CA.</b>	<b>Creative Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.CA3.</b>	<b>Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.CA3.2.</b>	<b>Demonstrate creative expression through visual art production</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.CA3.2.1.</b>	Use a variety of media
		<u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

<b>STANDARD / STRAND</b>	<b>IN.OT.CA.</b>	<b>Creative Arts (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.CA3.</b>	<b>Visual Arts - Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.CA3.3.</b>	<b>Demonstrate creative expression through art appreciation</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.CA3.3.1.</b>	Communicate preferences while looking at pictures, photographs, and illustrations
		<u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

EXPECTATION / INDICATOR	OT.CA3.3.2.	<p>Compare and contrast own creations and those of others</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2  Responds to own art and to the art of others and begins to show a preference for art forms</p>
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STANDARD / STRAND	IN.OT.CA.	Creative Arts (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.CA4.	Dramatic Play - Early learners develop foundational skills that support creative expression through dramatic play.
INDICATOR / STANDARD	OT.CA4.1.	Demonstrate creative expression through dramatic play
EXPECTATION / INDICATOR	OT.CA4.1.1.	<p>Engage in parallel play</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXPECTATION / INDICATOR	OT.CA4.1.2.	<p>Begin to exhibit skills in associative play</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2  Follows one-step directions</p>
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EXPECTATION / INDICATOR	OT.CA4.1.3.	<p>Spontaneously pretend to take on the characteristics of a person, character, or animal</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play            2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play            2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION / INDICATOR	OT.CA4.1.4.	<p>Express self through dramatic play</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.1.	Demonstrate development of healthy practices
EXPECTATION / INDICATOR	OT.PHG1.1.1.	<p>Practice health and hygiene-related behaviors with reminders</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines            2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes            2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods            2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty            2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers            2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.2.	Demonstrate development of safety practices
EXPECTATION / INDICATOR	OT.PHG1.2.1.	<p>Demonstrate awareness of danger</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 01- Practices healthy and safe habits: Progress</p>

		<p>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION / INDICATOR	OT.PHG1.2.2.	<p>Recall behaviors that prevent injuries</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG1.	Health and Well-Being - Early learners develop foundational skills that support healthy, safe, and nutritious practices.
INDICATOR / STANDARD	OT.PHG1.3.	Demonstrate development of nutrition awareness
EXPECTATION / INDICATOR	OT.PHG1.3.1.	<p>Express when hungry or full</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION / INDICATOR	OT.PHG1.3.2.	<p>Make simple food choices depending on personal and cultural preference</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
EXPECTATION / INDICATOR	OT.PHG1.3.3.	<p>Communicate about various characteristics of food</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

EXPECTATION / INDICATOR	OT.PHG1.3.4.	<p>Feed self with minimal assistance</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OT.PHG2.1.	Demonstrate how the five senses support processing information
EXPECTATION / INDICATOR	OT.PHG2.1.1.	<p>Test objects to determine their purpose</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG2.	Senses - Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.
INDICATOR / STANDARD	OT.PHG2.2.	Demonstrate development of body awareness
EXPECTATION / INDICATOR	OT.PHG2.2.1.	<p>Identify basic body parts</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

EXPECTATION / INDICATOR	OT.PHG2.2.2.	<p>Demonstrate awareness of own body in space and in relationship to objects</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXPECTATION / INDICATOR	OT.PHG2.2.3.	<p>Participate in active physical play and structured activities requiring spontaneous and instructed body movements</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
STANDARD / STRAND	IN.OT.PHG.	Physical Health and Growth (Older Toddler)
PROFICIENCY STATEMENT / SUBSTRAND	OT.PHG3.	Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.
INDICATOR / STANDARD	OT.PHG3.1.	Demonstrate development of fine and gross motor coordination
EXPECTATION / INDICATOR	OT.PHG3.1.1.	<p>Use hand-eye coordination to manipulate smaller objects with increasing control</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION / INDICATOR	OT.PHG3.1.2.	<p>Develop coordination and balance</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION / INDICATOR	OT.PHG3.1.3.	Develop gross motor control for a range of physical activities

		<u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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<b>STANDARD / STRAND</b>	<b>IN.OT.PHG.</b>	<b>Physical Health and Growth (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.PHG3.</b>	<b>Motor Skills - Early learners develop foundational skills that support the development of fine and gross motor coordination.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.PHG3.2.</b>	<b>Demonstrate development of oral motor skills</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.PHG3.2.1.</b>	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control  <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play

<b>STANDARD / STRAND</b>	<b>IN.OT.PHG.</b>	<b>Physical Health and Growth (Older Toddler)</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>OT.PHG4.</b>	<b>Personal Care - Early learners develop foundational skills that support the independent care of one's self.</b>
<b>INDICATOR / STANDARD</b>	<b>OT.PHG4.1.</b>	<b>Demonstrate increased independence in personal care routines</b>
<b>EXPECTATION / INDICATOR</b>	<b>OT.PHG4.1.1.</b>	Participate with adult support in personal body care practices  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

<b>EXPECTATION / INDICATOR</b>	<b>OT.PHG4.1.2.</b>	Participate with adult support in dressing and undressing self  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
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