



# Curriculum Alignment with

## Arkansas Child Development and Early Learning Standards

Grade: **Ages 25 to 36 months** - Adopted: **2016**

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>INTERACTIONS</b>
<b>DESCRIPTOR</b>	<b>19-36.SE1.1.1.</b>	<p>Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.1.</b>	<b>Forms trusting relationships with nurturing adults</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ATTACHMENT RELATIONSHIPS</b>
<b>DESCRIPTOR</b>	<b>19-36.SE1.1.3.</b>	<p>Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty</p> <p><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</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>DEVELOPS FRIENDSHIPS</b>
<b>DESCRIPTOR</b>	<b>19-36.SE1.2.1.</b>	<p>Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time</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</p>

		<p>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</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>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE1.</b>	<b>Relationships with Others</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE1.2.</b>	<b>Interacts with peers</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STAGES OF PLAY</b>
<b>DESCRIPTOR</b>	<b>19-36.SE1.2.2.</b>	<p>Begins to engage in parallel play (playing next to but not directly involved in another child's play)</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</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> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>

<b>DESCRIPTOR</b>	<b>19-36.SE1.2.3.</b>	<p>Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</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> <p>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</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>
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		<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>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.1.</b>	Experiences, expresses, and regulates a range of emotions
<b>BENCHMARK / PROFICIENCY</b>		<b>EMOTION EXPRESSION</b>
<b>DESCRIPTOR</b>	<b>19-36.SE2.1.1.</b>	<p>Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others</p> <p><u>Progress Monitoring Skills</u></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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</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> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</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> <p>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</p> <p>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</p> <p>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>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.1.</b>	Experiences, expresses, and regulates a range of emotions
<b>BENCHMARK / PROFICIENCY</b>		<b>EMOTION REGULATION</b>
<b>DESCRIPTOR</b>	<b>19-36.SE2.1.2.</b>	<p>Comforts self by seeking a special toy, object, or caregiver when upset</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when</p>

		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
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<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.2.</b>	Interprets and responds to the feelings of others
<b>BENCHMARK / PROFICIENCY</b>		<b>EMPATHY</b>
<b>DESCRIPTOR</b>	<b>19-36.SE2.2.1.</b>	Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)  <u>Progress Monitoring Skills</u> 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: 16.2 Identifies emotions of others

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE2.</b>	<b>Emotional Expression and Understanding</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE2.2.</b>	Interprets and responds to the feelings of others
<b>BENCHMARK / PROFICIENCY</b>		<b>EMOTION UNDERSTANDING</b>
<b>DESCRIPTOR</b>	<b>19-36.SE2.2.2.</b>	Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 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: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE3.</b>	<b>Self-Awareness and Self-Concept</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE3.1.</b>	Shows awareness of self as unique individual
<b>BENCHMARK / PROFICIENCY</b>		<b>SENSE OF IDENTITY</b>
<b>DESCRIPTOR</b>	<b>19-36.SE3.1.1.</b>	Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 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 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)
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<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE3.</b>	<b>Self-Awareness and Self-Concept</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE3.1.</b>	<b>Shows awareness of self as unique individual</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CHARACTERISTICS OF SELF AND OTHERS</b>
<b>DESCRIPTOR</b>	<b>19-36.SE3.1.2.</b>	<p>Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</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> <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: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

<b>DESCRIPTOR</b>	<b>19-36.SE3.1.3.</b>	<p>Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p>
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		<p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress  Monitoring Skill: 16.2 Identifies emotions of 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: 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)  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress  Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress  Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE3.</b>	<b>Self-Awareness and Self-Concept</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE3.1.</b>	Shows awareness of self as unique individual
<b>BENCHMARK / PROFICIENCY</b>		<b>PREFERENCES</b>
<b>DESCRIPTOR</b>	<b>19-36.SE3.1.4.</b>	<p>Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>

<b>DESCRIPTOR</b>	<b>19-36.SE3.1.5.</b>	<p>Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.SE.</b>	<b>Social and Emotional Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SE3.</b>	<b>Self-Awareness and Self-Concept</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SE3.2.</b>	Demonstrates competence and confidence
<b>BENCHMARK / PROFICIENCY</b>		<b>SENSE OF AUTONOMY</b>
<b>DESCRIPTOR</b>	<b>19-36.SE3.2.1.</b>	<p>Alternates between doing things independently and wanting help or comfort</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</p>

		<p>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> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STRAND / TOPIC	AR.19-36.SE.	Social and Emotional Development (19-36m)
CONTENT STANDARD	19-36.SE3.	Self-Awareness and Self-Concept
PERFORMANCE EXPECTATION	19-36.SE3.2.	Demonstrates competence and confidence
BENCHMARK / PROFICIENCY		SELF-CONFIDENCE
DESCRIPTOR	19-36.SE3.2.2.	<p>Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)</p> <p><u>Progress Monitoring Skills</u></p> <p>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</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>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> <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>

STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		EXPLORATION & INVESTIGATION
DESCRIPTOR	19-36.CD1.1.1.	<p>Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)</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> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment</p>



		2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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DESCRIPTOR	19-36.CD1.1.2.	<p>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</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  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.1.	Shows curiosity and a willingness to try new things
BENCHMARK / PROFICIENCY		INTEREST IN NEW EXPERIENCES
DESCRIPTOR	19-36.CD1.1.3.	<p>Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</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>

STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD1.	Approaches to Learning
PERFORMANCE EXPECTATION	19-36.CD1.2.	Shows persistence in approaching tasks
BENCHMARK / PROFICIENCY		DETERMINATION
DESCRIPTOR	19-36.CD1.2.1.	<p>Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		<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: 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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<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD1.</b>	<b>Approaches to Learning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD1.2.</b>	<b>Shows persistence in approaching tasks</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>TASK COMPLETION</b>
<b>DESCRIPTOR</b>	<b>19-36.CD1.2.2.</b>	<p>Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <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: 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 Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>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</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p> <p>Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD1.</b>	<b>Approaches to Learning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD1.2.</b>	<b>Shows persistence in approaching tasks</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ACCEPTANCE OF CHALLENGES</b>

DESCRIPTOR	19-36.CD1.2.3.	Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)  <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 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		ATTENTION & ENGAGEMENT
DESCRIPTOR	19-36.CD2.1.1.	Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions  <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

STRAND / TOPIC	AR.19-36.CD.	Cognitive Development (19-36m)
CONTENT STANDARD	19-36.CD2.	Executive Function
PERFORMANCE EXPECTATION	19-36.CD2.1.	Focuses and sustains attention
BENCHMARK / PROFICIENCY		SELECTIVE ATTENTION
DESCRIPTOR	19-36.CD2.1.2.	Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)  <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the 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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<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD2.</b>	<b>Executive Function</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD2.2.</b>	Shows flexibility in adjusting thinking and behavior to different contexts
<b>BENCHMARK / PROFICIENCY</b>		<b>FLEXIBLE THINKING</b>
<b>DESCRIPTOR</b>	<b>19-36.CD2.2.1.</b>	<p>Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)</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> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD2.</b>	<b>Executive Function</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD2.3.</b>	Regulates impulses and behaviors
<b>BENCHMARK / PROFICIENCY</b>		<b>IMPULSE CONTROL</b>
<b>DESCRIPTOR</b>	<b>19-36.CD2.3.2.</b>	<p>Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD2.</b>	<b>Executive Function</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD2.3.</b>	Regulates impulses and behaviors
<b>BENCHMARK / PROFICIENCY</b>		<b>DELAY OF GRATIFICATION</b>
<b>DESCRIPTOR</b>	<b>19-36.CD2.3.3.</b>	<p>Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD2.</b>	<b>Executive Function</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD2.4.</b>	<b>Holds and manipulates information in memory</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>SHORT-TERM &amp; WORKING MEMORY</b>
<b>DESCRIPTOR</b>	<b>19-36.CD2.4.2.</b>	<p>Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)</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  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

<b>DESCRIPTOR</b>	<b>19-36.CD2.4.3.</b>	<p>Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support</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>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD2.</b>	<b>Executive Function</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD2.4.</b>	<b>Holds and manipulates information in memory</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LONG-TERM MEMORY</b>
<b>DESCRIPTOR</b>	<b>19-36.CD2.4.4.</b>	<p>Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)</p> <p><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?"  2 Year Olds: 22- Develops early phonological awareness</p>

		(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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<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD3.1.</b>	Uses reasoning and planning ahead to solve problems and reach goals
<b>BENCHMARK / PROFICIENCY</b>		<b>PROBLEM SOLVING</b>
<b>DESCRIPTOR</b>	<b>19-36.CD3.1.1.</b>	Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD3.2.</b>	Engages in symbolic and abstract thinking
<b>BENCHMARK / PROFICIENCY</b>		<b>PRETEND PLAY</b>
<b>DESCRIPTOR</b>	<b>19-36.CD3.2.1.</b>	Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers  <u>Progress Monitoring Skills</u> 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

<b>STRAND / TOPIC</b>	<b>AR.19-36.CD.</b>	<b>Cognitive Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CD3.</b>	<b>Logic and Reasoning</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CD3.2.</b>	Engages in symbolic and abstract thinking
<b>BENCHMARK / PROFICIENCY</b>		<b>SYMBOLIC REPRESENTATION</b>
<b>DESCRIPTOR</b>	<b>19-36.CD3.2.2.</b>	Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)  <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
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DESCRIPTOR	19-36.CD3.2.3.	Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message  <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 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 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)
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STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.1.	Demonstrates locomotor skills
BENCHMARK / PROFICIENCY		TRAVELING
DESCRIPTOR	19-36.PH1.1.1.	Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control  <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

DESCRIPTOR	19-36.PH1.1.2.	Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet  <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
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH1.1.</b>	<b>Demonstrates locomotor skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMPLEX MOVEMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.PH1.1.4.</b>	<p>Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)</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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH1.2.</b>	<b>Shows stability and balance</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CORE STABILITY</b>
<b>DESCRIPTOR</b>	<b>19-36.PH1.2.1.</b>	<p>Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, "freezes" while running)</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>

<b>DESCRIPTOR</b>	<b>19-36.PH1.2.2.</b>	<p>Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and</p>
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		<p>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: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>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>
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DESCRIPTOR	19-36.PH1.2.3.	<p>Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</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: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>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>
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STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.2.	Shows stability and balance
BENCHMARK / PROFICIENCY		JUMPING, HOPPING, & LEAPING
DESCRIPTOR	19-36.PH1.2.4.	<p>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</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: 3.2 Shows purpose and coordination when interacting with people and objects</p>

STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH1.	Gross Motor
PERFORMANCE EXPECTATION	19-36.PH1.3.	Demonstrates gross-motor manipulative skills
BENCHMARK / PROFICIENCY		CATCHING
DESCRIPTOR	19-36.PH1.3.1.	Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space

		<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: 3.2 Shows purpose and coordination when interacting with people and objects
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH1.3.</b>	<b>Demonstrates gross-motor manipulative skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>THROWING</b>
<b>DESCRIPTOR</b>	<b>19-36.PH1.3.2.</b>	Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed  <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: 3.2 Shows purpose and coordination when interacting with people and objects

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH1.3.</b>	<b>Demonstrates gross-motor manipulative skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STRIKING</b>
<b>DESCRIPTOR</b>	<b>19-36.PH1.3.3.</b>	Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim  <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: 3.2 Shows purpose and coordination when interacting with people and objects

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH1.</b>	<b>Gross Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH1.3.</b>	<b>Demonstrates gross-motor manipulative skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>KICKING</b>
<b>DESCRIPTOR</b>	<b>19-36.PH1.3.4.</b>	Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it  <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: 3.2 Shows purpose and coordination when interacting with people and objects

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH2.1.</b>	<b>Demonstrates fine-motor strength, control, and coordination</b>

<b>BENCHMARK / PROFICIENCY</b>		<b>GRASP AND MANIPULATION</b>
<b>DESCRIPTOR</b>	<b>19-36.PH2.1.2.</b>	<p>Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)</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.            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            2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

<b>DESCRIPTOR</b>	<b>19-36.PH2.1.3.</b>	<p>Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</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</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH2.2.</b>	<b>Adjusts grasp and coordinates movements to use tools</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>UTENSILS</b>
<b>DESCRIPTOR</b>	<b>19-36.PH2.2.1.</b>	<p>Scoops food with spoon 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</p>

<b>DESCRIPTOR</b>	<b>19-36.PH2.2.2.</b>	<p>Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife</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</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH2.</b>	<b>Fine Motor</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH2.2.</b>	<b>Adjusts grasp and coordinates movements to use tools</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>WRITING &amp; DRAWING TOOLS</b>
<b>DESCRIPTOR</b>	<b>19-36.PH2.2.3.</b>	<p>Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)</p> <p><u>Progress Monitoring Skills</u></p>

		<p>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> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress 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 Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH2.	Fine Motor
PERFORMANCE EXPECTATION	19-36.PH2.2.	Adjusts grasp and coordinates movements to use tools
BENCHMARK / PROFICIENCY		VARIETY OF TOOLS
DESCRIPTOR	19-36.PH2.2.5.	<p>Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</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: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>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> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>

STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.1.	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	19-36.PH3.1.1.	<p>Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs</p> <p><u>Progress Monitoring Skills</u></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: 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</p>

		<p>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: 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</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> <p>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</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.1.</b>	Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF FOOD EXPERIENCES</b>
<b>DESCRIPTOR</b>	<b>19-36.PH3.1.2.</b>	<p>Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods</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>

<b>DESCRIPTOR</b>	<b>19-36.PH3.1.3.</b>	<p>Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)</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> <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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or</p>
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		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
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<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.1.</b>	<b>Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>FOOD KNOWLEDGE</b>
<b>DESCRIPTOR</b>	<b>19-36.PH3.1.4.</b>	Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)  <u>Progress Monitoring Skills</u> 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

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.2.</b>	<b>Shows awareness of safe behavior</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>UNDERSTANDING OF SAFETY RULES AND PRACTICES</b>
<b>DESCRIPTOR</b>	<b>19-36.PH3.2.2.</b>	Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)  <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: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations

<b>STRAND / TOPIC</b>	<b>AR.19-36.PH.</b>	<b>Physical Development and Health (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.PH3.</b>	<b>Health and Well-Being</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.PH3.3.</b>	<b>Engages in a variety of developmentally appropriate physical activities</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PARTICIPATION IN PHYSICAL ACTIVITY</b>
<b>DESCRIPTOR</b>	<b>19-36.PH3.3.1.</b>	Shows interest and enjoyment in physical activity, movement games, and dances  <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: 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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DESCRIPTOR	19-36.PH3.3.2.	Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring  <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: 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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STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		COMMUNICATING NEEDS
DESCRIPTOR	19-36.PH3.4.1.	Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)  <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: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 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

STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		PERSONAL CARE ROUTINES
DESCRIPTOR	19-36.PH3.4.2.	Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)  <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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DESCRIPTOR	19-36.PH3.4.3.	Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults  <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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STRAND / TOPIC	AR.19-36.PH.	Physical Development and Health (19-36m)
CONTENT STANDARD	19-36.PH3.	Health and Well-Being
PERFORMANCE EXPECTATION	19-36.PH3.4.	Takes appropriate actions to meet basic needs
BENCHMARK / PROFICIENCY		HEALTH HABITS
DESCRIPTOR	19-36.PH3.4.4.	Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling  <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

STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD1.	Receptive Language
PERFORMANCE EXPECTATION	19-36.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		VOCABULARY & LANGUAGE COMPREHENSION
DESCRIPTOR	19-36.LD1.1.1.	Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life  <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

DESCRIPTOR	19-36.LD1.1.2.	Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks "Where's the cow?")  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes
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		<p>and demonstrates comprehension: Progress Monitoring Skill: 17.2</p> <p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4</p> <p>Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1</p> <p>Understands the meaning of common words like body parts and words used in books and songs</p>
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STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD1.	Receptive Language
PERFORMANCE EXPECTATION	19-36.LD1.1.	Understands and responds to language (in child's home language)
BENCHMARK / PROFICIENCY		FOLLOWS DIRECTIONS
DESCRIPTOR	19-36.LD1.1.3.	<p>Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p> <p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p>

STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD2.	Expressive Language
PERFORMANCE EXPECTATION	19-36.LD2.1.	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
BENCHMARK / PROFICIENCY		GRAMMAR & SENTENCE STRUCTURE
DESCRIPTOR	19-36.LD2.1.2.	<p>Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., "Mommy goed work")</p> <p><u>Progress Monitoring Skills</u></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>

DESCRIPTOR	19-36.LD2.1.3.	<p>Increasingly combines simple words into sentence-like structures (e.g., "Me milk please") and when older, sentences (e.g., "Let's go to Grammy's house!" or "Léeme un cuento" ["Read me a story" in Spanish for dual language learners])</p> <p><u>Progress Monitoring Skills</u></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: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>
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		Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD2.</b>	<b>Expressive Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD2.1.</b>	Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)
<b>BENCHMARK / PROFICIENCY</b>		<b>CLARITY OF COMMUNICATION</b>
<b>DESCRIPTOR</b>	<b>19-36.LD2.1.4.</b>	Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says "buhsggetti" for spaghetti)  <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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs

<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD3.</b>	<b>Communication Skills</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD3.1.</b>	Communicates using social and conversational rules
<b>BENCHMARK / PROFICIENCY</b>		<b>CONVERSATIONS</b>
<b>DESCRIPTOR</b>	<b>19-36.LD3.1.1.</b>	Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults  <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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	Demonstrates progress in attending to, understanding, and responding to English
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.1.</b>	Responds to simple, commonly used words and phrases when accompanied by gestures and other supports  <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

<b>DESCRIPTOR</b>	<b>19-36.LD4.1.3.</b>	Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.  <u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and
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		<p>learning activities with a small group of children for short periods of time</p> <p>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</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>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>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	Demonstrates progress in attending to, understanding, and responding to English
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.5.</b>	<p>Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</p> <p><u>Progress Monitoring Skills</u></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>

<b>DESCRIPTOR</b>	<b>19-36.LD4.1.6.</b>	<p>Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</p> <p><u>Progress Monitoring Skills</u></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>
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<b>DESCRIPTOR</b>	<b>19-36.LD4.1.7.</b>	<p>Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</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> <p>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>
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<b>DESCRIPTOR</b>	<b>19-36.LD4.1.8.</b>	<p>Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)</p> <p><u>Progress Monitoring Skills</u></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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		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
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.9.</b>	Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids  <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

<b>DESCRIPTOR</b>	<b>19-36.LD4.1.10.</b>	Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 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 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
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<b>DESCRIPTOR</b>	<b>19-36.LD4.1.11.</b>	Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 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: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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<b>DESCRIPTOR</b>	<b>19-36.LD4.1.12.</b>	Follows directions that involve a one- or two-step sequence, relying less on contextual cues  <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
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		<p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.13.</b>	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p> <p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.14.</b>	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p> <p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.1.</b>	<b>Demonstrates progress in attending to, understanding, and responding to English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.1.15.</b>	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p> <p>Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3</p> <p>Follows multi-step directions with adult reminders</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.2.1.</b>	<p>Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</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>

<b>DESCRIPTOR</b>	<b>19-36.LD4.2.2.</b>	<p>Repeats sounds and words in English</p> <p><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</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.2.3.</b>	<p>Combines nonverbal with some verbal communication to be understood by others</p> <p><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?"</p>

<b>DESCRIPTOR</b>	<b>19-36.LD4.2.4.</b>	<p>Engages in codeswitching during conversations</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: 17.1  Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 20- Uses increasingly complex spoken language:</p>
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		<p>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:</p> <p>Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
DESCRIPTOR	19-36.LD4.2.7.	<p>Uses English vocabulary that mainly consists of concrete nouns and some verbs and 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:</p> <p>Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
DESCRIPTOR	19-36.LD4.2.9.	<p>Uses some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and applies at times the rules of grammar of the home language to English</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:</p> <p>Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
DESCRIPTOR	19-36.LD4.2.10.	<p>Uses "what" and "why" questions in English, sometimes with errors</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:</p> <p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>



<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: ENGLISH LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.2.11.</b>	<p>Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</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: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

<b>DESCRIPTOR</b>	<b>19-36.LD4.2.14.</b>	<p>Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  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  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  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>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.LD.</b>	<b>Language Development (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.LD4.</b>	<b>English Language Development of Dual Language Learners</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.LD4.2.</b>	<b>Demonstrates progress in speaking and expressing self in English</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EARLY-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.LD4.2.16.</b>	<p>Uses age-appropriate vocabulary and grammar in the home language</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  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  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</p>

<b>DESCRIPTOR</b>	<b>19-36.LD4.2.17.</b>	<p>Listens to and converses in age appropriate way in home language</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes</p>
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		<p>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: 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: 20.2 Uses three to four words sentences to communicate wants and needs</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> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</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>
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DESCRIPTOR	19-36.LD4.2.18.	<p>Asks a variety of age-appropriate questions (e.g., "what," "why," "how," "when," and "where") in home language</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>
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STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		MID-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	19-36.LD4.2.19.	<p>Uses age-appropriate vocabulary and grammar in the home language</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: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>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</p>

DESCRIPTOR	19-36.LD4.2.20.	<p>Listens to and converses in age appropriate way in home language</p> <p><u>Progress Monitoring Skills</u></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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple</p>
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		<p>phrases to initiate or extend conversations</p> <p>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</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> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</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>
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DESCRIPTOR	19-36.LD4.2.21.	<p>Asks a variety of age-appropriate questions (e.g., "what," "why," "how," "when," and "where") in home language</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>
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STRAND / TOPIC	AR.19-36.LD.	Language Development (19-36m)
CONTENT STANDARD	19-36.LD4.	English Language Development of Dual Language Learners
PERFORMANCE EXPECTATION	19-36.LD4.2.	Demonstrates progress in speaking and expressing self in English
BENCHMARK / PROFICIENCY		LATE-STAGE ENGLISH LANGUAGE DEVELOPMENT: HOME LANGUAGE DEVELOPMENT
DESCRIPTOR	19-36.LD4.2.22.	<p>Uses age-appropriate vocabulary and grammar in the home language</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: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>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</p>

DESCRIPTOR	19-36.LD4.2.23.	<p>Listens to and converses in age appropriate way in home language</p> <p><u>Progress Monitoring Skills</u></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: 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: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>
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		<p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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DESCRIPTOR	19-36.LD4.2.24.	<p>Asks a variety of age-appropriate questions (e.g., "what," "why," "how," "when," and "where") in home language</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>
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STRAND / TOPIC	AR.19-36.EL.	Emergent Literacy (19-36m)
CONTENT STANDARD	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	19-36.EL1.1.	Shows interest in literacy experiences
BENCHMARK / PROFICIENCY		ENGAGEMENT IN LITERACY EXPERIENCES
DESCRIPTOR	19-36.EL1.1.1.	<p>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</p> <p><u>Progress Monitoring Skills</u></p> <p>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> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>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</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> <p>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</p>

STRAND / TOPIC	AR.19-36.EL.	Emergent Literacy (19-36m)
CONTENT STANDARD	19-36.EL1.	Engagement in literacy experiences and understanding of stories and books
PERFORMANCE EXPECTATION	19-36.EL1.2.	Engages in read-alouds and conversations about books and stories

<b>BENCHMARK / PROFICIENCY</b>		<b>ENGAGEMENT WITH BOOKS AND STORIES</b>
<b>DESCRIPTOR</b>	<b>19-36.EL1.2.1.</b>	<p>Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments</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  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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL1.</b>	<b>Engagement in literacy experiences and understanding of stories and books</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL1.2.</b>	<b>Engages in read-alouds and conversations about books and stories</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>STORY STRUCTURE</b>
<b>DESCRIPTOR</b>	<b>19-36.EL1.2.3.</b>	<p>Pretends to read, describing what is happening and using some language from the book with pictures as cues</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: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books  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</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL2.</b>	<b>Phonological Awareness</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL2.1.</b>	<b>Notifies and manipulates the sounds of language</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>RHYME</b>
<b>DESCRIPTOR</b>	<b>19-36.EL2.1.1.</b>	<p>Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)</p> <p><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</p>

<b>DESCRIPTOR</b>	<b>19-36.EL2.1.2.</b>	<p>Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)</p> <p><u>Progress Monitoring Skills</u></p>
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		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
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<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.1.</b>	<b>Responds to features of books and print</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>BOOK KNOWLEDGE</b>
<b>DESCRIPTOR</b>	<b>19-36.EL3.1.1.</b>	Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support  <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

<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.2.</b>	<b>Shows knowledge of the shapes, names, and sounds of letters</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ALPHABET KNOWLEDGE</b>
<b>DESCRIPTOR</b>	<b>19-36.EL3.2.2.</b>	Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)  <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 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 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)

<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.3.</b>	<b>Demonstrates emergent writing skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>PRE-WRITING EXPLORATION</b>
<b>DESCRIPTOR</b>	<b>19-36.EL3.3.1.</b>	Explores writing tools and movements, making scribble marks with increasing control  <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: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects
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<b>STRAND / TOPIC</b>	<b>AR.19-36.EL.</b>	<b>Emergent Literacy (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.EL3.</b>	<b>Knowledge and Use of Books, Print, and Letters</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.EL3.3.</b>	<b>Demonstrates emergent writing skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>LETTER AND PRINT WRITING CONCEPTS</b>
<b>DESCRIPTOR</b>	<b>19-36.EL3.3.2.</b>	Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas  <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: 23.1 Shows an interest in books and print 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) 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>NUMBER NAMES &amp; COUNT SEQUENCE</b>
<b>DESCRIPTOR</b>	<b>19-36.MT1.1.1.</b>	Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)  <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

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>COMPARISON OF QUANTITY</b>
<b>DESCRIPTOR</b>	<b>19-36.MT1.1.2.</b>	Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)

		<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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<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.1.</b>	<b>Demonstrates number sense and an understanding of quantity</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CONNECTION OF NUMBER, NUMERAL, &amp; QUANTITY</b>
<b>DESCRIPTOR</b>	<b>19-36.MT1.1.3.</b>	<p>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>

<b>DESCRIPTOR</b>	<b>19-36.MT1.1.4.</b>	<p>Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects</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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<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CHANGES IN QUANTITY</b>
<b>DESCRIPTOR</b>	<b>19-36.MT1.2.1.</b>	<p>Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)</p> <p><u>Progress Monitoring Skills</u>  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>



<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT1.</b>	<b>Number Concepts and Operations</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT1.2.</b>	<b>Explores combining and separating groups (numerical operations)</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ADDITION &amp; SUBTRACTION</b>
<b>DESCRIPTOR</b>	<b>19-36.MT1.2.2.</b>	<p>With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)</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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT2.1.</b>	<b>Uses classification and patterning skills</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>CLASSIFICATION</b>
<b>DESCRIPTOR</b>	<b>19-36.MT2.1.1.</b>	<p>Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting</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)  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>

<b>DESCRIPTOR</b>	<b>19-36.MT2.1.2.</b>	<p>Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</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)  2 Year Olds: 29- Explores, recognizes, and describes spatial</p>
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		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT2.</b>	<b>Algebraic Thinking</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT2.1.</b>	Uses classification and patterning skills
<b>BENCHMARK / PROFICIENCY</b>		<b>PATTERNING</b>
<b>DESCRIPTOR</b>	<b>19-36.MT2.1.3.</b>	<p>Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)</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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT3.</b>	<b>Measurement and Comparison</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT3.1.</b>	Participates in exploratory measurement activities and compares objects
<b>BENCHMARK / PROFICIENCY</b>		<b>MEASUREMENT</b>
<b>DESCRIPTOR</b>	<b>19-36.MT3.1.1.</b>	<p>Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)</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)  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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT4.1.</b>	Explores and describes shapes and spatial relationships
<b>BENCHMARK / PROFICIENCY</b>		<b>SHAPE KNOWLEDGE</b>
<b>DESCRIPTOR</b>	<b>19-36.MT4.1.1.</b>	<p>Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., ▲ and ►)</p>

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the 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> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.MT.</b>	<b>Mathematical Thinking (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.MT4.</b>	<b>Geometry and Spatial Sense</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.MT4.1.</b>	Explores and describes shapes and spatial relationships
<b>BENCHMARK / PROFICIENCY</b>		<b>SPATIAL SENSE</b>
<b>DESCRIPTOR</b>	<b>19-36.MT4.1.2.</b>	<p>Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures</p> <p><u>Progress Monitoring Skills</u></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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.ST.</b>	<b>Science and Technology (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.ST1.1.</b>	Engages in the scientific process to collect, analyze, and communicate information
<b>BENCHMARK / PROFICIENCY</b>		<b>OBSERVATIONS, QUESTIONS, &amp; PREDICTIONS</b>
<b>DESCRIPTOR</b>	<b>19-36.ST1.1.1.</b>	<p>Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</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>

<b>STRAND / TOPIC</b>	<b>AR.19-36.ST.</b>	<b>Science and Technology (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.ST1.</b>	<b>Scientific Practices</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.ST1.1.</b>	Engages in the scientific process to collect, analyze, and communicate information
<b>BENCHMARK / PROFICIENCY</b>		<b>INVESTIGATION &amp; HYPOTHESIS TESTING</b>

DESCRIPTOR	19-36.ST1.1.2.	to build a tall structure that doesn't fall down)  <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: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	19-36.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STRUCTURE & FUNCTION
DESCRIPTOR	19-36.ST2.1.2.	Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")  <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: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)

STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST2.	Knowledge of Science Concepts
PERFORMANCE EXPECTATION	19-36.ST2.1.	Demonstrates knowledge of core science ideas and concepts
BENCHMARK / PROFICIENCY		STABILITY AND CHANGE
DESCRIPTOR	19-36.ST2.1.3.	Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)  <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

STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		LIVING THINGS

DESCRIPTOR	19-36.ST3.1.1.	<p>Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)</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>
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STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		NATURE & THE ENVIRONMENT
DESCRIPTOR	19-36.ST3.1.3.	<p>Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.</p>

STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.1.	Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
BENCHMARK / PROFICIENCY		PHYSICAL OBJECTS & MATERIALS
DESCRIPTOR	19-36.ST3.1.4.	<p>Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)</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: 3.2 Shows purpose and coordination when interacting with people and objects 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: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		KNOWLEDGE & USE OF TOOLS
DESCRIPTOR	19-36.ST3.2.1.	Uses own body, other people, or objects to make something happen (e.g., pulls an adult's hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a

		chair)  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment
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DESCRIPTOR	19-36.ST3.2.2.	Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)  <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
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STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.2.	Uses tools and engineering practices to explore and solve problems
BENCHMARK / PROFICIENCY		ENGINEERING PRACTICES & THINKING
DESCRIPTOR	19-36.ST3.2.3.	Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)  <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: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

STRAND / TOPIC	AR.19-36.ST.	Science and Technology (19-36m)
CONTENT STANDARD	19-36.ST3.	Knowledge of Science Content
PERFORMANCE EXPECTATION	19-36.ST3.3.	Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play
BENCHMARK / PROFICIENCY		TECHNOLOGY HANDLING
DESCRIPTOR	19-36.ST3.3.1.	Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)  <u>Progress Monitoring Skills</u> 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
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DESCRIPTOR	19-36.ST3.3.2.	Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)
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STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)
CONTENT STANDARD	19-36.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	19-36.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		LEARNING COMMUNITY
DESCRIPTOR	19-36.SS1.1.1.	Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules 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

STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)
CONTENT STANDARD	19-36.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	19-36.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		FAMILY & CULTURAL IDENTITY
DESCRIPTOR	19-36.SS1.1.2.	Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)  <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)

STRAND / TOPIC	AR.19-36.SS.	Social Studies (19-36m)
CONTENT STANDARD	19-36.SS1.	Family, Community, and Culture
PERFORMANCE EXPECTATION	19-36.SS1.1.	Demonstrates positive connection to family and community
BENCHMARK / PROFICIENCY		AWARENESS OF ROLES IN SOCIETY
DESCRIPTOR	19-36.SS1.1.3.	Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy”



		<p>sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)</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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<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.1.</b>	Shows awareness of sequence and change over time
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF PAST &amp; FUTURE</b>
<b>DESCRIPTOR</b>	<b>19-36.SS2.1.1.</b>	<p>Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver's instruction</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  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.1.</b>	Shows awareness of sequence and change over time
<b>BENCHMARK / PROFICIENCY</b>		<b>TIME CONCEPTS</b>
<b>DESCRIPTOR</b>	<b>19-36.SS2.1.2.</b>	<p>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time"</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  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.SS.</b>	<b>Social Studies (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.SS2.</b>	<b>History and Geography</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.SS2.2.</b>	Demonstrates simple geographic knowledge
<b>BENCHMARK / PROFICIENCY</b>		<b>AWARENESS OF LOCATION AND PLACE</b>

DESCRIPTOR	19-36.SS2.2.2.	Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)  <u>Progress Monitoring Skills</u> 2 Year Olds: 38- Demonstrate an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes simple physical characteristics or aspects of his/her community (landmarks, land features)
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STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		EXPLORATION OF MUSIC & MOVEMENT
DESCRIPTOR	19-36.CA1.1.1.	Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)  <u>Progress Monitoring Skills</u> 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

DESCRIPTOR	19-36.CA1.1.2.	Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)  <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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STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music
BENCHMARK / PROFICIENCY		MUSIC & MOVEMENT CONCEPTS
DESCRIPTOR	19-36.CA1.1.3.	Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing  <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

STRAND / TOPIC	AR.19-36.CA.	Creativity and Aesthetics (19-36m)
CONTENT STANDARD	19-36.CA1.	Music and Movement
PERFORMANCE EXPECTATION	19-36.CA1.1.	Explores through listening, singing, creating, and moving to music

<b>BENCHMARK / PROFICIENCY</b>		<b>MUSICAL EXPRESSION &amp; APPRECIATION</b>
<b>DESCRIPTOR</b>	<b>19-36.CA1.1.4.</b>	<p>Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)</p> <p><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</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	Explores, manipulates, creates, and responds to a variety of art media
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF ART</b>
<b>DESCRIPTOR</b>	<b>19-36.CA2.1.1.</b>	<p>Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)</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.            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</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	Explores, manipulates, creates, and responds to a variety of art media
<b>BENCHMARK / PROFICIENCY</b>		<b>ART CONCEPTS</b>
<b>DESCRIPTOR</b>	<b>19-36.CA2.1.2.</b>	<p>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</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)            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</p>

<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
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<b>CONTENT STANDARD</b>	<b>19-36.CA2.</b>	<b>Visual Arts</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA2.1.</b>	<b>Explores, manipulates, creates, and responds to a variety of art media</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>ART APPRECIATION &amp; EXPRESSION</b>
<b>DESCRIPTOR</b>	<b>19-36.CA2.1.3.</b>	<p>Tells about their artistic creations with increasing detail</p> <p><u>Progress Monitoring Skills</u></p> <p>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</p> <p>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>

<b>DESCRIPTOR</b>	<b>19-36.CA2.1.4.</b>	<p>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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<b>STRAND / TOPIC</b>	<b>AR.19-36.CA.</b>	<b>Creativity and Aesthetics (19-36m)</b>
<b>CONTENT STANDARD</b>	<b>19-36.CA3.</b>	<b>Drama</b>
<b>PERFORMANCE EXPECTATION</b>	<b>19-36.CA3.1.</b>	<b>Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>
<b>BENCHMARK / PROFICIENCY</b>		<b>EXPLORATION OF DRAMA</b>
<b>DESCRIPTOR</b>	<b>19-36.CA3.1.1.</b>	<p>Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)</p> <p><u>Progress Monitoring Skills</u></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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginative objects in play</p>

		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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