



Curriculum Alignment with

Colorado Early Learning and Development Guidelines

Grade: **Ages 25 to 36 months** - Adopted: **2020**

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Physical Development & Health	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	PDH.1.	Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.
EVIDENCE OUTCOMES	PDH.1.1.	<p>Quickly and easily combine the information received from the senses to inform the way they interact with the environment.</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>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Physical Development & Health	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	PDH.2.	Gross Motor: The developing ability to move the large muscles.
EVIDENCE OUTCOMES	PDH.2.1.	<p>Move with ease, coordinating movements and performing a variety of movements.</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>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Physical Development & Health	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	PDH.3.	Fine Motor: The developing ability to move the small muscles.
EVIDENCE OUTCOMES	PDH.3.1.	Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways.

		<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.
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EVIDENCE OUTCOMES	PDH.3.2.	Use one hand to stabilize an object while manipulating it. <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.
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Physical Development & Health	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	PDH.4.	Health: The maintenance of healthy and age appropriate physical well-being.
EVIDENCE OUTCOMES	PDH.4.1.	Participate in physical activity. <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance

EVIDENCE OUTCOMES	PDH.4.2.	Begin to practice health and safety behaviors. <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
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EVIDENCE OUTCOMES	PDH.4.3.	Demonstrate an increasing interest in engaging in healthy eating habits and making nutritious food choices. <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
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Physical Development & Health	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	PDH.5.	Routines: The developing ability to understand and participate in personal care and sleep routines.

EVIDENCE OUTCOMES	PDH.5.1.	<p>Initiate and follow through with some personal care routines.</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: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD		Social Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	SD.1.	Interaction with Adults: The developing ability to respond to and engage with adults.
EVIDENCE OUTCOMES	SD.1.1.	<p>Interact with adults to solve problems or communicate about experiences or ideas.</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>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD		Social Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	SD.2.	Interaction with Peers: The developing ability to respond to and engage with other children.
EVIDENCE OUTCOMES	SD.2.1.	<p>Engage in simple cooperative play with peers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
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STANDARD		Social Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	SD.3.	Relationships with Peers: The development of relationships with certain peers through interactions over time.
EVIDENCE OUTCOMES	SD.3.1.	<p>Develop friendships with a small number of children and engage in more complex play with those friends than with other peers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Social Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	SD.4.	Empathy: The developing ability to share in the emotional experiences of others.
EVIDENCE OUTCOMES	SD.4.1.	<p>Demonstrate an understanding that other people have feelings that are different from their own.</p> <p><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</p>

EVIDENCE OUTCOMES	SD.4.2.	<p>Sometimes respond to another's distress in a way that might make that person feel better.</p> <p><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</p>
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CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Social Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	SD.5.	Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.
EVIDENCE OUTCOMES	SD.5.1.	<p>Talk about their own wants and feelings and those of other people.</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: 13.1 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>
EVIDENCE OUTCOMES	SD.5.2.	<p>Describe familiar routines.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EVIDENCE OUTCOMES	SD.5.3.	<p>Participate in coordinated episodes of pretend play with peers.</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: 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>
EVIDENCE OUTCOMES	SD.5.4.	<p>Interact with adults in more complex ways.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Emotional Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.1.	Relationships with adults: The development of close relationships with certain adults who provide consistent nurturance.
EVIDENCE OUTCOMES	ED.1.1.	<p>When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.</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</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Emotional Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.2.	Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.
EVIDENCE OUTCOMES	ED.2.1.	<p>Identify their feelings, needs, and interests.</p> <p><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</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Emotional Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.3.	Recognition of Ability: The developing understanding that the child can take action to influence the environment.
EVIDENCE OUTCOMES	ED.3.1.	<p>Show an understanding of their own abilities and may refer to those abilities when describing themselves.</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: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 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</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
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STANDARD		Emotional Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.4.	Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.
EVIDENCE OUTCOMES	ED.4.1.	Express and label complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. <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

EVIDENCE OUTCOMES	ED.4.2.	Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play. <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 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Emotional Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.5.	Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.
EVIDENCE OUTCOMES	ED.5.1.	Anticipate the need for comfort and try to prepare themselves for changes in routine. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions

EVIDENCE OUTCOMES	ED.5.2.	Have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Emotional Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	ED.6.	Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.
EVIDENCE OUTCOMES	ED.6.1.	Sometimes exercise voluntary control over actions and emotional expressions.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Language & Literacy Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	LLD.1.	Receptive Language: The developing ability to understand words and increasingly complex utterances.
EVIDENCE OUTCOMES	LLD.1.1.	Demonstrate understanding of the meaning of others' comments, questions, requests, or stories. <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 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

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Language & Literacy Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	LLD.2.	Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.
EVIDENCE OUTCOMES	LLD.2.1.	Communicate in a way that is understandable to most adults who speak the same language they do. <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

EVIDENCE OUTCOMES	LLD.2.2.	Combine words into simple sentences. <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 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:
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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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EVIDENCE OUTCOMES	LLD.2.3.	<p>Demonstrate the ability to follow some grammatical rules of 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>
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CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Language & Literacy Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	LLD.3.	Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.
EVIDENCE OUTCOMES	LLD.3.1.	<p>Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.</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: 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: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 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: 20.5 Uses vocabulary words from 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</p>

CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Language & Literacy Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	LLD.4.	Interest in Print: The developing interest in engaging with print in books and the environment.
EVIDENCE OUTCOMES	LLD.4.1.	<p>Listen, ask questions, or make comments while being read to.</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: 21.2 Identifies preferred or favorite books</p>

EVIDENCE OUTCOMES	LLD.4.2.	<p>Look at books on their own.</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>
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EVIDENCE OUTCOMES	LLD.4.3.	<p>Make scribble marks on paper and pretend to read what is written.</p> <p><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: 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 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>
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Cognitive Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.1.	Cause-and-Effect: The developing understanding that one event brings about another.
EVIDENCE OUTCOMES	CD.1.1.	<p>Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen.</p> <p><u>Progress Monitoring Skills</u> 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>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Cognitive Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.2.	Spatial Relationships: The developing understanding of how things move and fit in space.
EVIDENCE OUTCOMES	CD.2.1.	<p>Predict how things will fit and move in space without having to try out every possible solution.</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:</p>

		<p>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:</p> <p>3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Cognitive Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.3.	Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.
EVIDENCE OUTCOMES	CD.3.1.	<p>Reenact multiple steps of others' actions that they have observed at an earlier time.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Cognitive Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.4.	Number Sense: The developing understanding of number and quantity.
EVIDENCE OUTCOMES	CD.4.1.	<p>Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.</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>

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Cognitive Development	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.5.	Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.
EVIDENCE OUTCOMES	CD.5.1.	<p>Group objects into multiple piles based on one attribute at a time.</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>

		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
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EVIDENCE OUTCOMES	CD.5.2.	Put things that are similar but not identical into one group, even though sometimes these labels are over generalized. <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
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD		Cognitive Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.6.	Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.
EVIDENCE OUTCOMES	CD.6.1.	Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan. <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: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

EVIDENCE OUTCOMES	CD.6.2.	Sometimes pretend by imagining an object without needing the concrete object present. <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
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD		Cognitive Development

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.7.	Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.
EVIDENCE OUTCOMES	CD.7.1.	Solve some problems without having to physically try out every possible solution and may ask for help when needed. <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

CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Cognitive Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.8.	Memory: The developing ability to store and later retrieve information about past experiences.
EVIDENCE OUTCOMES	CD.8.3.	Briefly describe recent past events or act them out. <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: 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: 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 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions

CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Cognitive Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.9.	Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.
EVIDENCE OUTCOMES	CD.9.1.	Sometimes demonstrate ability to pay attention to more than one thing at a time. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 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

CONTENT AREA		Colorado Early Learning & Development Guidelines
STANDARD		Cognitive Development
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	CD.10.	Behavior Regulation. The developing ability to manage actions and behaviors with support from adults and independently.
EVIDENCE OUTCOMES	CD.10.1.	Manage actions and behavior with support of familiar adults. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals

CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Approaches to Learning	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	AL.1.	Initiative and curiosity. An interest in varied topics and activities, a desire to learn and independence in learning.
EVIDENCE OUTCOMES	AL.1.1.	<p>Demonstrate emerging initiative in interactions, experiences, and explorations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

EVIDENCE OUTCOMES	AL.1.2.	<p>Show interest in and curiosity about objects, materials, or events.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CONTENT AREA	Colorado Early Learning & Development Guidelines	
STANDARD	Approaches to Learning	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	AL.2.	Creativity. The developing ability to creatively engage in play and interactions with others.
EVIDENCE OUTCOMES	AL.2.1.	<p>Use creativity to increase understanding and learning.</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>

		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
EVIDENCE OUTCOMES	AL.2.2.	<p>Show imagination in play and interactions with 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: 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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