



Curriculum Alignment with

Connecticut Early Learning and Development Guidelines

Grade: **Ages 13 to 24 months** - Adopted: **2014**

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.18.1.	<p>Use senses to actively investigate and explore the effects of new actions on objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.18.2.	<p>Focus attention on interesting sights or sounds, often in shared experiences with adults.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Eagerness to Learn
INDICATOR	C.18.3.	<p>Explore new ways to use objects and observe results.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p>

		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.24.1.	<p>Explore objects, activities and environments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.24.2.	<p>Engage in interactions and self-selected activities for increasing lengths of time.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.A.	Strand A: Early learning experiences will support children to develop effective approaches to learning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Eagerness to Learn
INDICATOR	C.24.3.	<p>Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Cause and Effect
INDICATOR	C.18.4.	<p>Learn by observing or listening to others and repeating their actions or verbalizations.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Problem Solving
INDICATOR	C.18.6.	<p>Purposefully experiment with the effects of new actions upon objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

INDICATOR	C.18.7.	<p>Utilize shapes and sorting boxes. May use trial and error to fit objects together.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p>
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		12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Symbolic Representation
INDICATOR	C.18.8.	Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

INDICATOR	C.18.9.	Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Cause and Effect
INDICATOR	C.24.4.	Repeat actions over and over and notice results. <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.24.5.	Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest). <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:

		<p>26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Problem Solving
INDICATOR	C.24.6.	<p>Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
INDICATOR	C.24.7.	Take things apart and try to put them back together.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.B.	Strand B: Early learning experiences will support children to use logic and reasoning.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Symbolic Representation
INDICATOR	C.24.8.	<p>Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

INDICATOR	C.24.9.	<p>Act out familiar functions in play (e.g., sweeping floor, pouring milk).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Choosing and Planning
INDICATOR	C.18.10.	<p>Indicate preferences by pointing and using one or two words.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from</p>

		<p>several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Task Persistence
INDICATOR	C.18.11.	<p>Complete simple activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.18.	12-18 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.18.12.	<p>Use objects in new and unexpected ways.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

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STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Choosing and Planning
INDICATOR	C.24.10.	<p>Indicate preferences using simple language.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Task Persistence
INDICATOR	C.24.11.	<p>Complete simple activities despite frustration.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete</p>

		<p>more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.24.12.	<p>Purposefully try multiple ways of using the same objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Working Memory
INDICATOR	C.24.13.	<p>Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>

DOMAIN / CONTENT STANDARD	CT.C.	Cognition
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STATE FRAMEWORK	C.C.	Strand C: Early learning experiences will support children to strengthen executive function.
GRADE LEVEL EXPECTATION	C.24.	18-24 months
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.24.14.	Engage in interactions and self-selected activities for increasing length of time. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Trusting Relationships
INDICATOR	SE.18.1.	Look to trusted caregivers for cues about how to respond to their environment for comfort and support. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Managing Separation

INDICATOR	SE.18.2.	<p>Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Trusting Relationships
INDICATOR	SE.24.1.	<p>Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.A.	Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Managing Separation
INDICATOR	SE.24.2.	<p>Manage routine separations from caregivers with little distress and calm quickly after a separation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.18.3.	<p>Show increasing regulation through daily routines, activities and familiar adults.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.18.4.	<p>Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
INDICATOR	SE.18.5.	<p>Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
INDICATOR	SE.18.6.	<p>Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>

		<p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.24.3.	<p>With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.B.	Strand B: Early learning experiences will support children to develop self-regulation.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.24.5.	<p>Is aware of typical routine and shows some understanding of rules, but may need adult support.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Emotional Expression

INDICATOR	SE.18.7.	Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.18.8.	Recognize basic feelings in self and others. <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others

INDICATOR	SE.18.9.	Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Emotional Expression
INDICATOR	SE.24.6.	Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective). <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as

		<p>happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.C.	Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.24.7.	<p>Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Sense of self
INDICATOR	SE.18.10.	<p>Demonstrates self-awareness through response to name and use of “me” and “mine”.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Personal Preferences
INDICATOR	SE.18.12.	<p>Begin to communicate own likes and dislikes.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>

		Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.18.13.	<p>Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

INDICATOR	SE.18.14.	<p>React positively (e.g., smiles, claps) to accomplishments.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
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DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Sense of self
INDICATOR	SE.24.8.	<p>Identify own family members by relationship and/or name.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.

GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Personal Preferences
INDICATOR	SE.24.9.	Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.").
		<u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.D.	Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.24.10.	Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult.
		<u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Adult Relationships
INDICATOR	SE.18.15.	Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people.
		<u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.

GRADE LEVEL EXPECTATION	SE.18.	12-18 months
INDICATOR		Play/Friendship
INDICATOR	SE.18.16.	<p>Show interest in children who are playing nearby and may interact with them briefly.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Adult Relationships
INDICATOR	SE.24.11.	<p>Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

DOMAIN / CONTENT STANDARD	CT.SE.	Social and Emotional Development
STATE FRAMEWORK	SE.E.	Strand E: Early learning experiences will support children to develop social relationships.
GRADE LEVEL EXPECTATION	SE.24.	18-24 months
INDICATOR		Play/Friendship
INDICATOR	SE.24.12.	<p>Show interest in what other children are doing and play alongside them with similar materials.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Mobility
INDICATOR	PH.18.1.	<p>Use walking as main means of mobility and pull toy when walking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

INDICATOR	PH.18.2.	<p>Stand from a squat position using arms to push off floor.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Mobility
INDICATOR	PH.24.1.	<p>Walk with legs closer together and able to change directions smoothly and carry objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

INDICATOR	PH.24.2.	<p>Begin to run.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress</p>
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		Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
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INDICATOR	PH.24.3.	<p>Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.A.	Strand A: Early learning experiences will support children to develop gross motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.24.4.	<p>Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.18.6.	<p>Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months

INDICATOR		Visual Motor Integration
INDICATOR	PH.24.6.	Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter. <u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.B.	Strand B: Early learning experiences will support children to develop fine motor skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.24.7.	Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fist grasp. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Safety and Responsibility
INDICATOR	PH.18.8.	Typically respond to adult requests to stop unsafe behavior. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.C.	Strand C: Early learning experiences will support children to acquire adaptive skills.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Safety and Responsibility
INDICATOR	PH.24.9.	Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
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STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.18.	12-18 months
INDICATOR		Physical Activity
INDICATOR	PH.18.10.	Interact with caregivers in a variety of physical activity experiences. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

DOMAIN / CONTENT STANDARD	CT.PH.	Physical Development and Health
STATE FRAMEWORK	PH.D.	Strand D: Early learning experiences will support children to maintain physical health status and well-being.
GRADE LEVEL EXPECTATION	PH.24.	18-24 months
INDICATOR		Physical Activity
INDICATOR	PH.24.11.	Engage in physical activity in both indoor and outdoor environments that require use of large muscles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Word Comprehension
INDICATOR	L.18.1.	Understand that words, gestures or signs stand for people, objects, or experiences that are not present. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).

GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language Comprehension
INDICATOR	L.18.2.	Remember language heard repeatedly in stories, poems and interactive language experiences. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Word Comprehension
INDICATOR	L.24.1.	Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate

INDICATOR	L.24.2.	Point to familiar objects, people and body parts. <u>Progress Monitoring Skills</u>
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		<p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language Comprehension
INDICATOR	L.24.3.	<p>Respond to questions and follow simple directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Vocabulary
INDICATOR	L.18.3.	<p>Begin to use words or conventional gestures to communicate.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of</p>

		<p>purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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INDICATOR	L.18.4.	<p>Has a 20+ word vocabulary.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.18.5.	<p>Respond to questions with sounds, sometimes including words and oftentimes gestures.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal</p>

		<p>gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language Structure
INDICATOR	L.18.6.	<p>Increasingly use gestures and sounds in coordination to communicate.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Vocabulary
INDICATOR	L.24.4.	Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”).

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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INDICATOR	L.24.5.	Use new words frequently to talk about familiar things or activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.24.6.	Use words to request objects, have needs met or gain attention. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.B.	Strand B: Early learning experiences will support children to use language (expressive language).
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language Structure
INDICATOR	L.24.7.	Combine words and speak in short, two-word phrases such as “Me up!”. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

		<p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Conventions of Conversation
INDICATOR	L.18.7.	<p>Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>

INDICATOR	L.18.8.	<p>Repeat or try another mode of communicating desire if initial attempts are unsuccessful.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Language for Interaction
INDICATOR	L.18.9.	<p>Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Conventions of Conversation
INDICATOR	L.24.8.	<p>Take turns in conversations by initiating and sustaining a simple conversation over two turns.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.C.	Strand C: Early learning experiences will support children to use language for social interaction.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Language for Interaction
INDICATOR	L.24.9.	<p>Answer a basic question with a word.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>

INDICATOR	L.24.10.	<p>Use language to express wants, needs, likes and dislikes to others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>
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		<p>Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.18.10.	<p>Point to preferred pictures in books or texts.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.D.	Strand D: Early learning experiences will support children to gain book appreciation and knowledge.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.24.11.	<p>Point to named pictures; may name or comment on familiar pictures.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

INDICATOR	L.24.12.	<p>Chime in on nursery rhymes or repeat words or phrases from familiar stories.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.E.	Strand E: Early learning experiences will support children to gain knowledge of print and its uses.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Book Concepts
INDICATOR	L.24.14.	Hold book upright. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.18.	12-18 months
INDICATOR		Drawing and Writing
INDICATOR	L.18.11.	Use writing tools to make scribbles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
STATE FRAMEWORK	L.G.	Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.
GRADE LEVEL EXPECTATION	L.24.	18-24 months
INDICATOR		Drawing and Writing
INDICATOR	L.24.15.	Use writing tools to make scribbles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Music
INDICATOR	CA.18.1.	Use instruments to explore rhythm and melody. <u>Progress Monitoring Skills</u>

		<p>12 to 24 Months: 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>
INDICATOR	CA.18.2.	<p>Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 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>
INDICATOR	CA.18.3.	<p>Imitate parts of songs with words and/or gestures.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

		<p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 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>
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DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Visual Arts
INDICATOR	CA.18.4.	<p>Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.

GRADE LEVEL EXPECTATION	CA.18.	12-18 months
INDICATOR		Dance
INDICATOR	CA.18.5.	<p>Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Music
INDICATOR	CA.24.1.	<p>React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>

		12 to 24 Months: 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
INDICATOR	CA.24.2.	<p>Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 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>
INDICATOR	CA.24.3.	<p>Repeat words to songs, song gestures and/or sounds (pitches).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress</p>

		<p>Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 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>
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DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Visual Arts
INDICATOR	CA.24.4.	<p>Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
INDICATOR	CA.24.5.	<p>Experiment with strokes and lines using brushes, crayons, markers, etc.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Drama
INDICATOR	CA.24.6.	<p>Imitate simple aspects of a role using realistic props and sounds.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.A.	Strand A: Early learning experiences will support children to engage in and enjoy the arts.
GRADE LEVEL EXPECTATION	CA.24.	18-24 months
INDICATOR		Dance
INDICATOR	CA.24.7.	<p>Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

INDICATOR	CA.24.8.	<p>Move creatively while listening to music (e.g., stamp feet, wave arms, sway).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
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DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Number Names
INDICATOR	M.18.1.	<p>Say or sign a few number names, but may not necessarily recite them in the correct order.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p>

DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months

INDICATOR		Number Names
INDICATOR	M.24.1.	<p>Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p>

DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Recognition of Quantity
INDICATOR	M.24.3.	<p>Name groups of one to two objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.A.	Strand A: Early learning experiences will support children to understand counting and cardinality.
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Comparison
INDICATOR	M.24.4.	<p>Compare collections that are quite different in size.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p>

		12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
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DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Sorting and Classifying
INDICATOR	M.18.3.	<p>Match objects that are the same.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.C.	Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Sorting and Classifying
INDICATOR	M.24.6.	<p>Sort objects using inconsistent strategies (e.g., favorite items, colors).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns :</p>

		<p>Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.18.	12-18 months
INDICATOR		Spatial Relationships
INDICATOR	M.18.4.	<p>Adjust their reach and grasp based upon distance, size and weight of an object.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

DOMAIN / CONTENT STANDARD	CT.M.	Early Mathematical Discovery
STATE FRAMEWORK	M.D.	Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).
GRADE LEVEL EXPECTATION	M.24.	18-24 months
INDICATOR		Spatial Relationships
INDICATOR	M.24.7.	<p>Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Questioning and Defining Problems

INDICATOR	S.24.1.	<p>Observe and make comments on things observed through the senses.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
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DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Unity and Diversity of Life
INDICATOR	S.24.2.	<p>Explore characteristics of different plants and animals.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals</p>

DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.C.	Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Living Things and Their Interactions with the Environment and Each Other
INDICATOR	S.24.3.	<p>Observe living things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Energy, Force and Motion
INDICATOR	S.24.4.	<p>Use trial and error to explore the way different objects move.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect:</p>

		Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.D.	Strand D: Early learning experiences will support children to understand physical sciences.
GRADE LEVEL EXPECTATION	S.24.	18-24 months
INDICATOR		Matter and its Properties
INDICATOR	S.24.5.	Observe simple attributes of materials (e.g., hard, soft). <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words

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