



Curriculum Alignment with

Connecticut Early Learning and Development Guidelines

Grade: **Ages 25 to 36 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.36.	24-36 months
INDICATOR		Curiosity and Initiative
INDICATOR	C.36.1.	<p>Ask questions and seek answers from a variety of sources.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

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.36.	24-36 months
INDICATOR		Engagement with Environment, People and Objects
INDICATOR	C.36.2.	<p>Maintain interest in self-selected activities and may seek to engage others or ask questions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress</p>

		<p>Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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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.36.	24-36 months
INDICATOR		Eagerness to Learn
INDICATOR	C.36.3.	<p>Demonstrate enthusiasm for new learning (may be within familiar contexts).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

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.36.	24-36 months
INDICATOR		Attributes, Sorting and Patterns
INDICATOR	C.36.5.	<p>Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

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.36.	24-36 months

INDICATOR		Problem Solving
INDICATOR	C.36.6.	<p>Use objects in new and unexpected ways to solve problems through trial and error.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

INDICATOR	C.36.7.	<p>Use spatial relationships to solve problems (e.g., fit pieces into puzzle).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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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.36.	24-36 months
INDICATOR		Symbolic Representation
INDICATOR	C.36.8.	<p>Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress</p>

		Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	C.36.9.	Act out relational roles in play (e.g., mom or dad with baby). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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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.36.	24-36 months
INDICATOR		Choosing and Planning
INDICATOR	C.36.10.	Make choices based on preferences. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences

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.36.	24-36 months
INDICATOR		Task Persistence
INDICATOR	C.36.11.	Complete self-selected short-term activities many times to gain mastery. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

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.36.	24-36 months
INDICATOR		Cognitive Flexibility
INDICATOR	C.36.12.	<p>Realize when something is not working and with adult assistance can try another approach.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</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.36.	24-36 months
INDICATOR		Regulation of Attention and Impulses
INDICATOR	C.36.14.	<p>Maintain focus on high-interest activities in the face of routine distractions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

INDICATOR	C.36.15.	<p>With adult support, resist impulses in structured settings for brief, but increasing periods of time.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</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.36.	24-36 months
INDICATOR		Trusting Relationships

INDICATOR	SE.36.1.	<p>Approach caregivers for support and comfort, particularly during stressful or frustrating situations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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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.36.	24-36 months
INDICATOR		Regulation of Emotions and Behavior
INDICATOR	SE.36.3.	<p>With adult support, use self-soothing techniques to calm.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</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.36.	24-36 months
INDICATOR		Regulation of Impulses and Behavior
INDICATOR	SE.36.5.	<p>Make transitions and follow basic routines and rules with adult supervision.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

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.36.	24-36 months
INDICATOR		Emotional Expression
INDICATOR	SE.36.6.	<p>Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.").</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring</p>

		Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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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.36.	24-36 months
INDICATOR		Recognition and Response to Emotions in Others
INDICATOR	SE.36.7.	Label a variety of emotions in pictures and others' expressions. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SE.36.8.	Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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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.36.	24-36 months
INDICATOR		Sense of self
INDICATOR	SE.36.9.	Identify self, family members, teacher and some peers by name. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)

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.36.	24-36 months
INDICATOR		Self-Concept and Competency
INDICATOR	SE.36.11.	<p>Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

INDICATOR	SE.36.12.	<p>Express feeling of pleasure over accomplishment and share this with others (e.g., “Look what I made.”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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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.36.	24-36 months
INDICATOR		Adult Relationships
INDICATOR	SE.36.13.	<p>Enjoy sharing new experiences with familiar adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

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.36.	24-36 months
INDICATOR		Play/Friendship
INDICATOR	SE.36.14.	<p>Seek out other children and will interact with other children using common materials.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
INDICATOR	SE.36.15.	<p>Show preference for certain peers over time although these preferences may shift.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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.36.	24-36 months
INDICATOR		Mobility
INDICATOR	PH.36.1.	<p>Walk and run on various surfaces and level changes with balance and control of speed.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

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.36.	24-36 months
INDICATOR		Large Muscle Movement and Coordination
INDICATOR	PH.36.3.	<p>Catch and throw a playground ball with an adult short distance away.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

INDICATOR	PH.36.4.	<p>Jump with two feet.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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INDICATOR	PH.36.5.	<p>Kick a ball in forward direction.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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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.36.	24-36 months
INDICATOR		Visual Motor Integration
INDICATOR	PH.36.6.	<p>Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

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.36.	24-36 months
INDICATOR		Small Muscle Movement and Coordination
INDICATOR	PH.36.7.	<p>Use writing tools or paint objects with some control and purpose.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

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.36.	24-36 months
INDICATOR		Feeding Routines/Nutrition
INDICATOR	PH.36.8.	<p>Feed self with minimal spilling.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>

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.36.	24-36 months
INDICATOR		Safety and Responsibility
INDICATOR	PH.36.9.	<p>Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults.</p>

		<p>Progress Monitoring Skills</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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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.36.	24-36 months
INDICATOR		Dressing and Hygiene
INDICATOR	PH.36.10.	<p>Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

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.36.	24-36 months
INDICATOR		Physical Activity
INDICATOR	PH.36.11.	<p>Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>

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.36.	24-36 months
INDICATOR		Healthy Behaviors
INDICATOR	PH.36.12.	<p>Discuss healthy practices including hygiene, nutrition and sleep.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

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.36.	24-36 months
INDICATOR		Word Comprehension
INDICATOR	L.36.1.	<p>Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>

DOMAIN / CONTENT STANDARD	CT.L.	Early Language, Communication, and Literacy
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STATE FRAMEWORK	L.A.	Strand A: Early learning experiences will support children to understand language (receptive language).
GRADE LEVEL EXPECTATION	L.36.	24-36 months
INDICATOR		Language Comprehension
INDICATOR	L.36.2.	Follow two-step directions. <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders

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.36.	24-36 months
INDICATOR		Vocabulary
INDICATOR	L.36.4.	Use some personal pronouns when referring to others (e.g., you, he, she). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals

INDICATOR	L.36.5.	May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run). <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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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.36.	24-36 months
INDICATOR		Expression of Ideas, Feelings and Needs
INDICATOR	L.36.6.	Use inflection in phrases or sentences to ask a question. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult

		support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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INDICATOR	L.36.7.	Comment on a variety of experiences, interactions or observations. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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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.36.	24-36 months
INDICATOR		Language Structure
INDICATOR	L.36.8.	Use basic grammar rules including pronouns, plurals, possessives and regular past tense. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals

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.36.	24-36 months
INDICATOR		Conventions of Conversation
INDICATOR	L.36.10.	Have conversations with adults and peers that include four or more exchanges. <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language:

		<p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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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.36.	24-36 months
INDICATOR		Language for Interaction
INDICATOR	L.36.11.	<p>Converse with adults and peers about common experiences or events.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

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.36.	24-36 months
INDICATOR		Interest and Engagement with Books
INDICATOR	L.36.12.	<p>Sustain attention for short periods of time while being told a story or reading a favorite picture book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>

INDICATOR	L.36.13.	<p>Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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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.36.	24-36 months
INDICATOR		Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)
INDICATOR	L.36.14.	Enjoy telling and retelling stories and information. <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes

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.36.	24-36 months
INDICATOR		Print Concepts
INDICATOR	L.36.16.	Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store). <u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)

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.36.	24-36 months
INDICATOR		Drawing and Writing
INDICATOR	L.36.18.	Draw simple shapes to represent ideas and write message using controlled linear scribble. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use

		imagination and creativity with a variety of open ended materials to express self
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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.36.	24-36 months
INDICATOR		Music
INDICATOR	CA.36.1.	<p>Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	CA.36.2.	<p>Respond with voice, body and/or instruments to longer segments/or patterns of music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	CA.36.3.	<p>Repeat parts of simple songs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill:</p>

		22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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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.36.	24-36 months
INDICATOR		Visual Arts
INDICATOR	CA.36.4.	<p>Create art in a variety of media with some control and own purpose.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

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.36.	24-36 months
INDICATOR		Drama
INDICATOR	CA.36.5.	<p>Engage in simple pretend play activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

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.36.	24-36 months
INDICATOR		Dance
INDICATOR	CA.36.6.	<p>Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring</p>

		Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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DOMAIN / CONTENT STANDARD	CT.CA.	Creative Arts
STATE FRAMEWORK	CA.B.	Strand B: Early learning experiences will support children to explore and respond to creative works.
GRADE LEVEL EXPECTATION	CA.36.	24-36 months
INDICATOR		Appreciation of the Arts
INDICATOR	CA.36.7.	Describe or ask questions about a work of art. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

INDICATOR	CA.36.8.	Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language). <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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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.36.	24-36 months
INDICATOR		Number Names
INDICATOR	M.36.1.	Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects

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.36.	24-36 months
INDICATOR		Recognition of Quantity
INDICATOR	M.36.3.	Name and match a small collection of up to three objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

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.36.	24-36 months
INDICATOR		Comparison
INDICATOR	M.36.4.	Compare collections of 1 to 4 similar items verbally or nonverbally. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

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.36.	24-36 months
INDICATOR		Sorting and Classifying
INDICATOR	M.36.7.	Sort on the basis of one attribute with adult support. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
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STATE FRAMEWORK	S.A.	Strand A: Early learning experiences will support children to apply scientific practices.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Questioning and Defining Problems
INDICATOR	S.36.1.	<p>Ask simple questions related to things observed through the senses (“what” and “why”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple “Wh” questions like “Why?” or “What’s that?” 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>

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.36.	24-36 months
INDICATOR		Unity and Diversity of Life
INDICATOR	S.36.5.	<p>Observe features of plants and animals and explore function of features.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

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.36.	24-36 months
INDICATOR		Energy, Force and Motion
INDICATOR	S.36.7.	Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
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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.36.	24-36 months
INDICATOR		Matter and its Properties
INDICATOR	S.36.8.	Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength). <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)

DOMAIN / CONTENT STANDARD	CT.S.	Early Scientific Inquiry
STATE FRAMEWORK	S.E.	Strand E: Early learning experiences will support children to understand features of earth.
GRADE LEVEL EXPECTATION	S.36.	24-36 months
INDICATOR		Earth's Features and the Effects of Weather and Water
INDICATOR	S.36.9.	Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds) 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals