



Curriculum Alignment with

Florida Early Learning and Developmental Standards

Grade: **Ages 25 to 36 months** - Adopted: **2017**

BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.A.	HEALTH AND WELLBEING
BENCHMARK	24-36.I.A.a.	Active Physical Play
INDICATOR	24-36.I.A.a.1.	Engages in physical activities with increasing balance, coordination, endurance and intensity
EXPECTATION	24-36.I.A.a.1.a.	Engages in active physical play for short periods of time <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance

BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.A.	HEALTH AND WELLBEING
BENCHMARK	24-36.I.A.b.	Safety
INDICATOR	24-36.I.A.b.1.	Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
EXPECTATION	24-36.I.A.b.1.a.	Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth) <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations

BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.A.	HEALTH AND WELLBEING
BENCHMARK	24-36.I.A.c.	Personal Care Routines
INDICATOR	24-36.I.A.c.1.	Responds to and initiates care routines that support personal hygiene
EXPECTATION	24-36.I.A.c.1.a.	Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.A.	HEALTH AND WELLBEING
BENCHMARK	24-36.I.A.d.	Feeding and Nutrition
INDICATOR	24-36.I.A.d.1.	Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
EXPECTATION	24-36.I.A.d.1.a.	Feeds self a wide variety of foods using developmentally appropriate basic utensils <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

EXPECTATION	24-36.I.A.d.1.b.	Expresses preferences about foods, specifically likes or dislikes <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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EXPECTATION	24-36.I.A.d.1.c.	Communicates to adults when hungry, thirsty or has had enough to eat <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.B.	MOTOR DEVELOPMENT
BENCHMARK	24-36.I.B.a.	Gross Motor Development
INDICATOR	24-36.I.B.a.1.	Demonstrates use of large muscles for movement, position, strength and coordination
EXPECTATION	24-36.I.B.a.1.a.	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.B.	MOTOR DEVELOPMENT
BENCHMARK	24-36.I.B.a.	Gross Motor Development
INDICATOR	24-36.I.B.a.2.	Demonstrates use of large muscles to move in the environment
EXPECTATION	24-36.I.B.a.2.a.	<p>Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.B.	MOTOR DEVELOPMENT
BENCHMARK	24-36.I.B.b.	Gross Motor Perception (Sensorimotor)
INDICATOR	24-36.I.B.b.1.	Uses perceptual information to guide motions and interactions with objects and other people
EXPECTATION	24-36.I.B.b.1.a.	<p>Develops independence through coordinated and purposeful movements and activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

EXPECTATION	24-36.I.B.b.1.b.	<p>Demonstrates awareness of own body in space</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p>
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		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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EXPECTATION	24-36.I.B.b.1.c.	<p>Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.B.	MOTOR DEVELOPMENT
BENCHMARK	24-36.I.B.c.	Fine Motor Development
INDICATOR	24-36.I.B.c.1.	Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks
EXPECTATION	24-36.I.B.c.1.a.	<p>Coordinates the use of hands and fingers</p> <p><u>Progress Monitoring Skills</u></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>

BODY OF KNOWLEDGE	FL.24-36.I.	PHYSICAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.I.B.	MOTOR DEVELOPMENT
BENCHMARK	24-36.I.B.c.	Fine Motor Development
INDICATOR	24-36.I.B.c.2.	Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision
EXPECTATION	24-36.I.B.c.2.a.	<p>Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

BODY OF KNOWLEDGE	FL.24-36.II.	APPROACHES TO LEARNING DOMAIN (24-36 months)
BIG IDEA	24-36.II.A.	EAGERNESS AND CURIOSITY
BENCHMARK	24-36.II.A.1.	Shows increased eagerness and curiosity as a learner <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

BODY OF KNOWLEDGE	FL.24-36.II.	APPROACHES TO LEARNING DOMAIN (24-36 months)
BIG IDEA	24-36.II.B.	PERSISTENCE
BENCHMARK	24-36.II.B.1.	Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem <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: 8.4 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

BODY OF KNOWLEDGE	FL.24-36.II.	APPROACHES TO LEARNING DOMAIN (24-36 months)
BIG IDEA	24-36.II.C.	CREATIVITY AND INVENTIVENESS
BENCHMARK	24-36.II.C.1.	Explores the environment with purpose and flexibility <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

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.A.	EMOTIONAL FUNCTIONING

BENCHMARK	24-36.III.A.1.	Expresses, identifies and responds to a range of emotions
INDICATOR	24-36.III.A.1.a.	Labels simple emotions in self and others (e.g., happy, sad) <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 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

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.A.	EMOTIONAL FUNCTIONING
BENCHMARK	24-36.III.A.2.	Demonstrates appropriate affect (emotional response) between behavior and facial expression
INDICATOR	24-36.III.A.2.a.	Continues to expand the use of emotion words using them in appropriate settings <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 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

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.B.	MANAGING EMOTIONS
BENCHMARK	24-36.III.B.1.	Demonstrates ability to self-regulate
INDICATOR	24-36.III.B.1.a.	Takes cues from preferred adult and others to expand their strategies and tools to self-regulate <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

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.B.	MANAGING EMOTIONS
BENCHMARK	24-36.III.B.2.	Attends to sights, sounds, objects, people and activities
INDICATOR	24-36.III.B.2.a.	Spends more time in child-initiated activities <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

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.C.	BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS
BENCHMARK	24-36.III.C.1.	Develops positive relationships with adults
INDICATOR	24-36.III.C.1.a.	<p>Enjoys sharing new experiences with familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.C.	BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS
BENCHMARK	24-36.III.C.2.	Develops positive relationships with peers
INDICATOR	24-36.III.C.2.a.	<p>Seeks out other children and plays alongside and on occasion with other children</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.C.	BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS

BENCHMARK INDICATOR	24-36.III.C.3. 24-36.III.C.3.a.	<p>Develops increasing ability to engage in social problem solving</p> <p>Identifies the problem and requests adult support to address the problem for their desired solution</p> <p><u>Progress Monitoring Skills</u></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: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>
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BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.C.	BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS
BENCHMARK	24-36.III.C.4.	Exhibits empathy by demonstrating care and concern for others
INDICATOR	24-36.III.C.4.a.	<p>Recognizes that others have feelings different than their own and often responds with comforting actions</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.D.	SENSE OF IDENTITY AND BELONGING
BENCHMARK	24-36.III.D.1.	Develops sense of identity and belonging through play
INDICATOR	24-36.III.D.1.a.	<p>Continues to engage in parallel play but also begins to play with other preferred playmates</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 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</p>

		<p>time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.D.	SENSE OF IDENTITY AND BELONGING
BENCHMARK	24-36.III.D.2.	Develops sense of identity and belonging through exploration and persistence
INDICATOR	24-36.III.D.2.a.	<p>Continues sustained independent play while participating in more complex activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.D.	SENSE OF IDENTITY AND BELONGING
BENCHMARK	24-36.III.D.3.	Develops sense of identity and belonging through routines, rituals and interactions
INDICATOR	24-36.III.D.3.a.	<p>Initiates and participates in the rituals and routines of the day</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

BODY OF KNOWLEDGE	FL.24-36.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (24-36 months)
BIG IDEA	24-36.III.D.	SENSE OF IDENTITY AND BELONGING
BENCHMARK	24-36.III.D.4.	Develops sense of self-awareness and independence
INDICATOR	24-36.III.D.4.a.	<p>Verbally or nonverbally communicates more clearly on needs and wants</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>

		<p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
INDICATOR	24-36.III.D.4.b.	<p>Communicates verbally or nonverbally own preferences</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
INDICATOR	24-36.III.D.4.c.	<p>Identifies differences and similarities between self and others; uses pronouns such as I, me, mine</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

BIG IDEA	24-36.IV.A.	LISTENING AND UNDERSTANDING
BENCHMARK	24-36.IV.A.1.	Demonstrates understanding when listening
INDICATOR	24-36.IV.A.1.a.	<p>Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations</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 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</p>
INDICATOR	24-36.IV.A.1.b.	<p>Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.A.	LISTENING AND UNDERSTANDING
BENCHMARK	24-36.IV.A.2.	Increases knowledge through listening
INDICATOR	24-36.IV.A.2.a.	<p>Responds to an adult's simple questions about what is being learned</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
INDICATOR	24-36.IV.A.2.b.	<p>Participates in simple conversations</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: 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</p>

		<p>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?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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INDICATOR	24-36.IV.A.2.c.	<p>Identifies specific sounds, such as animal sounds and environmental sounds</p> <p><u>Progress Monitoring Skills</u> 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>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.A.	LISTENING AND UNDERSTANDING
BENCHMARK	24-36.IV.A.3.	Follows directions
INDICATOR	24-36.IV.A.3.a.	<p>Follows multi-step directions with reminders</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.B.	SPEAKING
BENCHMARK	24-36.IV.B.1.	Speaks and is understood when speaking
INDICATOR	24-36.IV.B.1.a.	<p>Speaks and is understood by familiar peer or adult most of the time</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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.C.	VOCABULARY
BENCHMARK	24-36.IV.C.1.	Shows an understanding of words and their meanings (receptive)
INDICATOR	24-36.IV.C.1.a.	<p>Responds appropriately to almost all adult speech including requests involving multiple steps</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes</p>

		and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders
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INDICATOR	24-36.IV.C.1.b.	<p>Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 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</p>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.C.	VOCABULARY
BENCHMARK	24-36.IV.C.2.	Uses increased vocabulary to describe objects, actions and events (expressive)
INDICATOR	24-36.IV.C.2.a.	<p>Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

INDICATOR	24-36.IV.C.2.b.	<p>Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.D.	SENTENCES AND STRUCTURE
BENCHMARK	24-36.IV.D.1.	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

INDICATOR	24-36.IV.D.1.a.	<p>Produces utterances of three to four units of meaning in length</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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INDICATOR	24-36.IV.D.1.b.	<p>Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.D.	SENTENCES AND STRUCTURE
BENCHMARK	24-36.IV.D.2.	Connects words, phrases and sentences to build ideas
INDICATOR	24-36.IV.D.2.a.	<p>Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

INDICATOR	24-36.IV.D.2.b.	<p>Asks basic questions (e.g., “Mommy gone?”)</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>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.E.	CONVERSATION
BENCHMARK	24-36.IV.E.1.	Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
INDICATOR	24-36.IV.E.1.a.	<p>Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring</p>

		<p>Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.E.	CONVERSATION
BENCHMARK	24-36.IV.E.2.	Asks questions, and responds to adults and peers in a variety of settings
INDICATOR	24-36.IV.E.2.a.	<p>Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-and-forth exchanges</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: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>

BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.E.	CONVERSATION
BENCHMARK	24-36.IV.E.3.	Demonstrates understanding of the social conventions of communication and language use
INDICATOR	24-36.IV.E.3.a.	<p>Begins to demonstrate awareness of nonverbal conversational rules</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
INDICATOR	24-36.IV.E.3.b.	<p>Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)</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>
BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.F.	EMERGENT READING
BENCHMARK	24-36.IV.F.1.	Shows motivation for and appreciation of reading
INDICATOR	24-36.IV.F.1.a.	<p>Shows increased interest in print and books</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: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	24-36.IV.F.1.b.	<p>Demonstrates that pictures represent real objects, events and ideas (stories)</p> <p><u>Progress Monitoring Skills</u></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> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	24-36.IV.F.1.c.	<p>Pretends to read print or books</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: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read</p>

		to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.F.	EMERGENT READING
BENCHMARK	24-36.IV.F.2.	Shows age-appropriate phonological awareness
INDICATOR	24-36.IV.F.2.a.	<p>Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.F.	EMERGENT READING
BENCHMARK	24-36.IV.F.3.	Shows alphabetic and print knowledge
INDICATOR	24-36.IV.F.3.a.	<p>Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 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)</p>

BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.F.	EMERGENT READING
BENCHMARK	24-36.IV.F.4.	Demonstrates comprehension of books read aloud
INDICATOR	24-36.IV.F.4.a.	<p>Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read</p>

		to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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BODY OF KNOWLEDGE	FL.24-36.IV.	LANGUAGE AND LITERACY DOMAIN (24-36 months)
BIG IDEA	24-36.IV.G.	EMERGENT WRITING
BENCHMARK	24-36.IV.G.1.	<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p>
INDICATOR	24-36.IV.G.1.a.	<p>Begins to use scribbles, marks and drawings to represent thoughts and ideas</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
BIG IDEA	24-36.V.A.	NUMBER SENSE
BENCHMARK	24-36.V.A.1.	<p>Subitizes (immediately recognizes without counting) up to two objects</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>

BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
BIG IDEA	24-36.V.B.	NUMBER AND OPERATIONS
BENCHMARK	24-36.V.B.1.	<p>Changes size of a set of objects (up to three) by adding and subtracting with adult assistance</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>

BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
BIG IDEA	24-36.V.C.	PATTERNS
BENCHMARK	24-36.V.C.1.	<p>Recognizes patterns in the environment</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
BIG IDEA	24-36.V.D.	GEOMETRY
BENCHMARK	24-36.V.D.1.	<p>Matches basic shapes (circle, square) non-verbally</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>

BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
BIG IDEA	24-36.V.E.	SPATIAL RELATIONS
BENCHMARK	24-36.V.E.1.	<p>Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

BENCHMARK	24-36.V.E.2.	<p>Manipulates objects by flipping, sliding and rotating to make them fit</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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BODY OF KNOWLEDGE	FL.24-36.V.	MATHEMATICAL THINKING DOMAIN (24-36 months)
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BIG IDEA	24-36.V.F.	MEASUREMENT AND DATA
BENCHMARK	24-36.V.F.1.	<p>Uses increasingly complex size words to accurately describe objects</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
BENCHMARK	24-36.V.F.2.	<p>Compares sets of objects by one attribute (e.g., sort by 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>
BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.A.	SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY
BENCHMARK	24-36.VI.A.1.	<p>Uses senses to explore and understand their social and physical environment</p>
INDICATOR	24-36.VI.A.1.a.	<p>Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p>
INDICATOR	24-36.VI.A.1.b.	<p>Begins to use senses to observe and experience the environment</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: 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>
INDICATOR	24-36.VI.A.1.c.	<p>Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		31.1 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
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BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.A.	SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY
BENCHMARK	24-36.VI.A.2.	Uses tools in scientific inquiry
INDICATOR	24-36.VI.A.2.a.	<p>Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>

BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.A.	SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY
BENCHMARK	24-36.VI.A.3.	Uses understanding of causal relationships to act on social and physical environments
INDICATOR	24-36.VI.A.3.a.	<p>Combines simple actions to cause things to happen or change how they interact with objects and people</p> <p><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</p>

INDICATOR	24-36.VI.A.3.b.	<p>Recognizes and begins to respond to results of own actions</p> <p><u>Progress Monitoring Skills</u> 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</p>
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BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.B.	LIFE SCIENCE
BENCHMARK	24-36.VI.B.1.	Demonstrates knowledge related to living things and their environments
INDICATOR	24-36.VI.B.1.a.	<p>Explores, interacts with and identifies a growing number and variety of plants and animals</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>

INDICATOR	24-36.VI.B.1.b.	<p>Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to</p>
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		understand how living things grow and change (puppy to dog, chick to hen)
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BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.C.	PHYSICAL SCIENCE
BENCHMARK	24-36.VI.C.1.	Demonstrates knowledge related to physical science
INDICATOR	24-36.VI.C.1.a.	<p>Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)</p> <p><u>Progress Monitoring Skills</u> 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</p>

INDICATOR	24-36.VI.C.1.b.	<p>Uses basic words for speed of motion (e.g., fast and slow)</p> <p><u>Progress Monitoring Skills</u> 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</p>
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INDICATOR	24-36.VI.C.1.c.	<p>Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)</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>
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INDICATOR	24-36.VI.C.1.d.	<p>Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 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: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p>
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BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.D.	EARTH AND SPACE SCIENCE

BENCHMARK	24-36.VI.D.1.	Demonstrates knowledge related to the dynamic properties of earth and sky
INDICATOR	24-36.VI.D.1.a.	<p>Begins to explore and investigate the properties of water</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p>
INDICATOR	24-36.VI.D.1.b.	<p>Begins to explore and investigate the properties of sand, soil and mud</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p>
INDICATOR	24-36.VI.D.1.c.	<p>Describes the objects in the sky (e.g., clouds, sun, moon and stars)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
INDICATOR	24-36.VI.D.1.d.	<p>Describes daytime and nighttime through drawing, naming or pretend play</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
INDICATOR	24-36.VI.D.1.e.	<p>Observes and discusses weather</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p>
BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.E.	ENVIRONMENT
BENCHMARK	24-36.VI.E.1.	Demonstrates awareness of relationship to people, objects and living/non-living things in their environment
INDICATOR	24-36.VI.E.1.a.	<p>Begins to describe familiar people and objects in the environment</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
INDICATOR	24-36.VI.E.1.b.	<p>Begins to participate in activities to protect the environment</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to</p>

		protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
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BODY OF KNOWLEDGE	FL.24-36.VI.	SCIENTIFIC INQUIRY DOMAIN (24-36 months)
BIG IDEA	24-36.VI.F.	ENGINEERING AND TECHNOLOGY
BENCHMARK	24-36.VI.F.1.	Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures
INDICATOR	24-36.VI.F.1.a.	Uses props to represent simple tools through play <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)

INDICATOR	24-36.VI.F.1.b.	Uses simple machines in play (e.g., riding toys, push mower or tricycle) <u>Progress Monitoring Skills</u> 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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INDICATOR	24-36.VI.F.1.c.	Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) <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: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.2 Begins to explore stability and motion when constructing simple objects/structures 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.A.	CULTURE
BENCHMARK	24-36.VII.A.1.	Identifies family practices (traditions, celebrations, songs, food or language) <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: 15- Develop relationships with adults: Progress

		<p>Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress</p> <p>Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.B.	INDIVIDUAL DEVELOPMENT AND IDENTITY
BENCHMARK	24-36.VII.B.1.	<p>Begins to recognize characteristics of self as an individual</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

BENCHMARK	24-36.VII.B.2.	<p>Begins to recognize the ways self is similar to and different from peers and others</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.C.	INDIVIDUALS AND GROUPS
BENCHMARK	24-36.VII.C.1.	<p>Recognizes self as separate from others</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique</p>

		characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers
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BENCHMARK	24-36.VII.C.2.	Responds to the needs of others (e.g., peers and family members) <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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BENCHMARK	24-36.VII.C.3.	Begins to follow routines (e.g., family, classroom, school and community) <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.D.	SPACES, PLACES AND ENVIRONMENTS
BENCHMARK	24-36.VII.D.1.	Begins to identify own personal space <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play

BENCHMARK	24-36.VII.D.2.	Explores own environment <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)
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		to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 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
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BENCHMARK	24-36.VII.D.3.	Recognizes basic physical characteristics (e.g., landmarks or land features) <u>Progress Monitoring Skills</u> 2 Year Olds: 38- Demonstrate an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes simple physical characteristics or aspects of his/her community (landmarks, land features)
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.E.	TIME, CONTINUITY AND CHANGE
BENCHMARK	24-36.VII.E.1.	Begins to sequence events <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

BENCHMARK	24-36.VII.E.2.	Begins to recognize time events and routines <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.F.	GOVERNANCE, CIVIC IDEALS AND PRACTICES
BENCHMARK	24-36.VII.F.1.	Begins to recognize expectations in varying settings <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

BENCHMARK	24-36.VII.F.2.	Demonstrates emerging problem-solving and decision-making skills <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
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BENCHMARK	24-36.VII.F.3.	Begins to recognize common symbols in the environment <u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.G.	ECONOMICS AND RESOURCES
BENCHMARK	24-36.VII.G.1.	Initiates more complex interactions to get wants and needs met <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

BENCHMARK	24-36.VII.G.2.	Shows awareness of occupations <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
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BODY OF KNOWLEDGE	FL.24-36.VII.	SOCIAL STUDIES DOMAIN (24-36 months)
BIG IDEA	24-36.VII.H.	TECHNOLOGY AND OUR WORLD
BENCHMARK	24-36.VII.H.1.	Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players) <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

BODY OF KNOWLEDGE	FL.24-36.VIII.	CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (24-36 months)
BIG IDEA	24-36.VIII.A.	SENSORY ART EXPERIENCE
BENCHMARK	24-36.VIII.A.1.	Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention <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

BODY OF KNOWLEDGE	FL.24-36.VIII.	CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (24-36 months)
BIG IDEA	24-36.VIII.B.	MUSIC
BENCHMARK	24-36.VIII.B.1.	Begins to engage in a variety of individual and group musical activities

		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
BODY OF KNOWLEDGE	FL.24-36.VIII.	CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (24-36 months)
BIG IDEA	24-36.VIII.C.	CREATIVE MOVEMENT
BENCHMARK	24-36.VIII.C.1.	Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge <u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time
BODY OF KNOWLEDGE	FL.24-36.VIII.	CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (24-36 months)
BIG IDEA	24-36.VIII.D.	IMAGINATIVE AND CREATIVE PLAY
BENCHMARK	24-36.VIII.D.1.	Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play <u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 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
BODY OF KNOWLEDGE	FL.24-36.VIII.	CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (24-36 months)
BIG IDEA	24-36.VIII.E.	APPRECIATION OF THE ARTS
BENCHMARK	24-36.VIII.E.1.	Responds to own art and to a variety of artistic expressions of others <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
BENCHMARK	24-36.VIII.E.2.	Shows preferences for various art forms <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

		<p>imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2</p> <p>Responds to own art and to the art of others and begins to show a preference for art forms</p>
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