



# Curriculum Alignment with

## Georgia Early Learning and Development Standards

Grade: **Ages 25 to 36 months** - Adopted: **2013**

| STRAND/TOPIC           | GA.PDM.  | Physical Development and Motor Skills (PDM) 24-36 months                                                                                                                                                                                                                                          |
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| STANDARD / DESCRIPTION |          | Health and Well-Being                                                                                                                                                                                                                                                                             |
| ELEMENT                | PDM1.    | The child will practice healthy and safe habits.                                                                                                                                                                                                                                                  |
| ELEMENT/GLE            | PDM1.2b. | Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance |

| ELEMENT/GLE | PDM1.2c. | Pays attention to simple safety instructions and avoids dangers with assistance.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules<br>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations |
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| ELEMENT/GLE | PDM1.2d. | Verbalizes simple safety rules.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules<br>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations |
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| ELEMENT/GLE | PDM1.2e. | Attends to personal health routines and self-care needs with some assistance from an adult.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers<br>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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| STRAND/TOPIC           | GA.PDM. | Physical Development and Motor Skills (PDM) 24-36 months       |
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| STANDARD / DESCRIPTION |         | Health and Well-Being                                          |
| ELEMENT                | PDM2.   | The child will participate in activities related to nutrition. |

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| ELEMENT/GLE | PDM2.2a. | <p>Prepares nutritious snacks with adult assistance.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes<br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.2 Recognizes healthy foods<br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> |
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| ELEMENT/GLE | PDM2.2b. | <p>Eats a variety of nutritious foods and recognizes healthy foods.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes<br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.2 Recognizes healthy foods<br/> 2 Year Olds: 02- Participates in activities related to nutrition:<br/> Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> |
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| STRAND/TOPIC           | GA.PDM.  | Physical Development and Motor Skills (PDM) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| STANDARD / DESCRIPTION |          | Use of Senses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ELEMENT                | PDM3.    | The child will demonstrate an awareness of the body in space and child's relationship to objects in space.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT/GLE            | PDM3.2a. | <p>Acts and moves with intention and purpose.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 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<br/> 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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| ELEMENT/GLE | PDM3.2b. | <p>Demonstrates awareness of his/her own body in space.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 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<br/> 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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| STRAND/TOPIC           | GA.PDM.  | Physical Development and Motor Skills (PDM) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| STANDARD / DESCRIPTION |          | Use of Senses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ELEMENT                | PDM4.    | The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ELEMENT/GLE            | PDM4.2a. | <p>Participates in a variety of sensory experiences and differentiate between the senses.</p> <p><u>Progress Monitoring Skills</u><br/>           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<br/>           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<br/>           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<br/>           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)<br/>           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> |

| ELEMENT/GLE | PDM4.2b. | <p>Tests objects to determine their purpose.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br/>           2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose<br/>           2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br/>           2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play<br/>           2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/>           2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> |
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| STRAND/TOPIC           | GA.PDM.  | Physical Development and Motor Skills (PDM) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                             |
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| STANDARD / DESCRIPTION |          | Motor Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ELEMENT                | PDM5.    | The child will demonstrate gross motor skills.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ELEMENT/GLE            | PDM5.2a. | <p>Develops motor control for a range of physical activities.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance<br/>           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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| ELEMENT/GLE | PDM5.2b. | <p>Develops coordination and balance.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 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<br/> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance<br/> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> |
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| STRAND/TOPIC           | GA.PDM.  | Physical Development and Motor Skills (PDM) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                          |
| STANDARD / DESCRIPTION |          | Motor Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ELEMENT                | PDM6.    | The child will demonstrate fine motor skills.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ELEMENT/GLE            | PDM6.2a. | <p>Coordinates the use of hands and fingers.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers<br/> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> |

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| ELEMENT/GLE | PDM6.2b. | <p>Performs simple fine motor skills.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers<br/> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> |
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| STRAND/TOPIC           | GA.SED.  | Social and Emotional Development (SED) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| STANDARD / DESCRIPTION |          | Developing a Sense of Self                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ELEMENT                | SED1.    | The child will develop self-awareness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ELEMENT/GLE            | SED1.2a. | <p>Uses gestures and actions to reference self when interacting with others.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others<br/> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self<br/> 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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| ELEMENT/GLE | SED1.2b. | <p>Uses pronouns such as I, me, and mine.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 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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| ELEMENT/GLE | SED1.2c. | <p>Shows sense of satisfaction in his/her own abilities and preferences.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others<br/> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self<br/> 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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| ELEMENT/GLE | SED1.2d. | <p>Shows emerging independence by occasionally resisting adult control.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others<br/> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self<br/> 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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| <b>STRAND/TOPIC</b>           | <b>GA.SED.</b>  | <b>Social and Emotional Development (SED) 24-36 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>STANDARD / DESCRIPTION</b> |                 | <b>Developing a Sense of Self</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>ELEMENT</b>                | <b>SED2.</b>    | <b>The child will engage in self-expression.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>ELEMENT/GLE</b>            | <b>SED2.2a.</b> | <p>Uses verbal expressions and gestures to communicate needs, opinions, ideas, and preferences.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 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<br/> 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<br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions<br/> 2 Year Olds: 19- Uses nonverbal communication for a variety of</p> |

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|  |  | <p>purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p> |
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| ELEMENT/GLE | SED2.2b. | <p>Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness, and sadness.</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: 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> |
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| <b>STRAND/TOPIC</b>           | <b>GA.SED.</b> | <b>Social and Emotional Development (SED) 24-36 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>STANDARD / DESCRIPTION</b> |                | <b>Self-Regulation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>ELEMENT</b>                | <b>SED3.</b>   | <b>The child will demonstrate self-control.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ELEMENT/GLE                   | SED3.2a.       | <p>Displays understanding of engaging in routines, rules, and appropriate social behavior.</p> <p><u>Progress Monitoring Skills</u></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> |
| ELEMENT/GLE                   | SED3.2c.       | <p>Regulates some impulses with adult guidance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  |  | Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals |
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| STRAND/TOPIC           | GA.SED.  | Social and Emotional Development (SED) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| STANDARD / DESCRIPTION |          | Developing a Sense of Self with Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ELEMENT                | SED4.    | The child will develop relationships with adults.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ELEMENT/GLE            | SED4.2a. | <p>Stays connected with familiar adults using gestures, glances, and verbal interaction.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br/>           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<br/>           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> |

| STRAND/TOPIC           | GA.SED.  | Social and Emotional Development (SED) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| STANDARD / DESCRIPTION |          | Developing a Sense of Self with Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ELEMENT                | SED5.    | The child will develop relationships with peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ELEMENT/GLE            | SED5.2a. | <p>At times, shows a preference to play with a familiar child.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br/>           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<br/>           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<br/>           2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br/>           2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play<br/>           2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play<br/>           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> |

| ELEMENT/GLE | SED5.2b. | <p>Plays alongside other children for short periods. Observes and imitates other children.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br/>           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<br/>           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> |
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|  |  | time<br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play<br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play<br>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions |
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| ELEMENT/GLE | SED5.2d. | Recognizes and names the feelings of others with adult support.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others |
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| ELEMENT/GLE | SED5.2e. | Shows awareness of peers' personal space and belongings.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others |
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| STRAND/TOPIC           | GA.APL.  | Approaches to Play and Learning (APL) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| STANDARD / DESCRIPTION |          | Initiative and Exploration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT                | APL1.    | The child will demonstrate initiative and self-direction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ELEMENT/GLE            | APL1.2a. | Tries inventive or new ways of using materials or completing tasks.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br>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 |

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| ELEMENT/GLE | APL1.2b. | Verbally expresses desire to complete tasks by self.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress |
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|  |  | <p>Monitoring Skill: 8.1 Explores the environment with purpose<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.3 Shows imagination and creativity in play<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress<br/>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> |
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| ELEMENT/GLE | APL1.2c. | <p>Independently selects materials and utilizes those materials.</p> <p><u>Progress Monitoring Skills</u><br/>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress<br/>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.1 Explores the environment with purpose<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.3 Shows imagination and creativity in play<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress<br/>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> |
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| STRAND/TOPIC           | GA.APL.  | Approaches to Play and Learning (APL) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| STANDARD / DESCRIPTION |          | Initiative and Exploration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT                | APL2.    | The child will demonstrate interest and curiosity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ELEMENT/GLE            | APL2.2a. | <p>Seeks information from others.</p> <p><u>Progress Monitoring Skills</u><br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.1 Explores the environment with purpose<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/>2 Year Olds: 20- Uses increasingly complex spoken language: Progress<br/>Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> |

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| ELEMENT/GLE | APL2.2b. | <p>Ask questions about familiar objects, people, and experiences.</p> <p><u>Progress Monitoring Skills</u><br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.1 Explores the environment with purpose<br/>2 Year Olds: 08- Demonstrates interest and curiosity: Progress<br/>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/>2 Year Olds: 20- Uses increasingly complex spoken language: Progress<br/>Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> |
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| STRAND/TOPIC           | GA.APL.  | Approaches to Play and Learning (APL) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| STANDARD / DESCRIPTION |          | Attentiveness and Persistence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ELEMENT                | APL3.    | The child will demonstrate self-control.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ELEMENT/GLE            | APL3.2a. | Engages in teacher-directed activity for short periods of time.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br>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 |

| ELEMENT/GLE | APL3.2b. | Demonstrates focus on a teacher-directed activity for a short period of time.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play<br>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br>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 |
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| ELEMENT/GLE | APL3.2c. | Shows persistence in activities of interest despite interruptions.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports<br>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 |
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| STRAND/TOPIC           | GA.APL.  | Approaches to Play and Learning (APL) 24-36 months                                                          |
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| STANDARD / DESCRIPTION |          | Play                                                                                                        |
| ELEMENT                | APL4.    | The child will engage in a progression of individualized and imaginative play.                              |
| ELEMENT/GLE            | APL4.2a. | Substitutes one object for another in pretend play or pretends with objects that may or may not be present. |

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|  |  | <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.APL.</b>  | <b>Approaches to Play and Learning (APL) 24-36 months</b>                                                                                                                                                                                                                                                                                                                      |
| <b>STANDARD / DESCRIPTION</b> |                 | <b>Play</b>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>ELEMENT</b>                | <b>APL5.</b>    | The child will demonstrate a cooperative and flexible approach to play.                                                                                                                                                                                                                                                                                                        |
| <b>ELEMENT/GLE</b>            | <b>APL5.2a.</b> | <p>Participates in play and learning activities with a small group of children for short periods of time.</p> <p><u>Progress Monitoring Skills</u></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> |

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| <b>ELEMENT/GLE</b> | <b>APL5.2b.</b> | <p>Helps and shares in a social setting with adult guidance.</p> <p><u>Progress Monitoring Skills</u></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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| <b>ELEMENT/GLE</b> | <b>APL5.2c.</b> | <p>Shows creativity, inventiveness, and flexibility in his/her approach to play with adult guidance.</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> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CLL.</b> | <b>Communication, Language, and Literacy (CLL) 24-36 months</b> |
| <b>STANDARD / DESCRIPTION</b> |                | <b>Receptive Language (Listening)</b>                           |

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| ELEMENT     | CLL1.    | The child will listen to conversations for a variety of purposes and demonstrate comprehension.                                                                                                                                                                                                   |
| ELEMENT/GLE | CLL1.2a. | <p>Listens and responds to brief conversations and group discussions.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 20- Uses increasingly complex spoken language:<br/> Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> |

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| ELEMENT/GLE | CLL1.2b. | <p>Listens to and follows one-step directions.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2<br/> Follows one-step directions<br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3<br/> Follows multi-step directions with adult reminders</p> |
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| ELEMENT/GLE | CLL1.2c. | <p>Responds to questions with appropriate answers.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1<br/> Engages in multiple back-and-forth communicative interactions with adults and peers<br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4<br/> Responds to simple questions</p> |
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| STRAND/TOPIC           | GA.CLL.  | Communication, Language, and Literacy (CLL) 24-36 months                                                                                                                                                                                                                   |
| STANDARD / DESCRIPTION |          | Receptive Language (Listening)                                                                                                                                                                                                                                             |
| ELEMENT                | CLL2.    | The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.                                                                                                                                                                          |
| ELEMENT/GLE            | CLL2.2a. | <p>Demonstrates understanding of words through actions and/or conversations.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 20- Uses increasingly complex spoken language:<br/> Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> |

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| ELEMENT/GLE | CLL2.2b. | <p>Listens and understands familiar vocabulary from activities, stories, and books.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1<br/> Understands the meaning of common words like body parts and words used in books and songs<br/> 2 Year Olds: 20- Uses increasingly complex spoken language:<br/> Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> |
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| STRAND/TOPIC           | GA.CLL. | Communication, Language, and Literacy (CLL) 24-36 months               |
| STANDARD / DESCRIPTION |         | Expressive Language                                                    |
| ELEMENT                | CLL3.   | The child will use non-verbal communication for a variety of purposes. |

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| ELEMENT/GLE | CLL3.2a. | <p>Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 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<br/> 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<br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions<br/> 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<br/> 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<br/> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"<br/> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p> |
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| ELEMENT/GLE | CLL3.2b. | <p>Gains awareness of how to communicate feelings using non-verbal gestures and actions.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self<br/> 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<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others<br/> 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<br/> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions<br/> 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<br/> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> |
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| STRAND/TOPIC           | GA.CLL.  | Communication, Language, and Literacy (CLL) 24-36 months     |
| STANDARD / DESCRIPTION |          | Expressive Language                                          |
| ELEMENT                | CLL4.    | The child will use increasingly complex spoken language.     |
| ELEMENT/GLE            | CLL4.2a. | Strings sounds and/or words together with voice inflections. |

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|  |  | <u>Progress Monitoring Skills</u><br>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<br>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 |
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| ELEMENT/GLE | CLL4.2b. | Uses three-to-four word phrases and includes describing words.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals |
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| ELEMENT/GLE | CLL4.2c. | Describes experiences.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals |
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| ELEMENT/GLE | CLL4.2d. | Demonstrates an expanding vocabulary.<br><br><u>Progress Monitoring Skills</u><br>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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| <b>STRAND/TOPIC</b>           | <b>GA.CLL.</b>  | <b>Communication, Language, and Literacy (CLL) 24-36 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>STANDARD / DESCRIPTION</b> |                 | <b>Early Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>ELEMENT</b>                | <b>CLL5.</b>    | The child will acquire meaning from a variety of materials read to him/her.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>ELEMENT/GLE</b>            | <b>CLL5.2a.</b> | Uses words to describe or name pictures when reading.<br><br><u>Progress Monitoring Skills</u><br>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<br>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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| <b>STRAND/TOPIC</b>           | <b>GA.CLL.</b>  | <b>Communication, Language, and Literacy (CLL) 24-36 months</b>                                                        |
| <b>STANDARD / DESCRIPTION</b> |                 | <b>Early Reading</b>                                                                                                   |
| <b>ELEMENT</b>                | <b>CLL6.</b>    | The child will develop early phonological awareness (awareness of units of sound).                                     |
| <b>ELEMENT/GLE</b>            | <b>CLL6.2a.</b> | Listens to and imitates sounds in familiar nursery rhymes, songs, and chants.<br><br><u>Progress Monitoring Skills</u> |



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|  |  | <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> |
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| ELEMENT/GLE | CLL6.2b. | <p>Experiments with rhyming words.</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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| STRAND/TOPIC           | GA.CLL.  | Communication, Language, and Literacy (CLL) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| STANDARD / DESCRIPTION |          | Early Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ELEMENT                | CLL8.    | The child will demonstrate awareness of print concepts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ELEMENT/GLE            | CLL8.2d. | <p>With adult guidance, recognizes some environmental print.</p> <p><u>Progress Monitoring Skills</u></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> <p>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> |

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| STRAND/TOPIC           | GA.CLL.  | Communication, Language, and Literacy (CLL) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| STANDARD / DESCRIPTION |          | Early Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ELEMENT                | CLL9.    | The child will use writing for a variety of purposes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT/GLE            | CLL9.2a. | <p>Makes more controlled scribbling.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> |

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| ELEMENT/GLE | CLL9.2b. | <p>Experiments with a variety of writing tools, materials, and surfaces.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> |
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| ELEMENT/GLE | CLL9.2c. | Occasionally, draws and scribbles with a purpose.<br><br><u>Progress Monitoring Skills</u><br>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.<br>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<br>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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| STRAND/TOPIC           | GA.CD-MA.  | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                                                                                                                                                                             |
| STANDARD / DESCRIPTION |            | Number and Quantity                                                                                                                                                                                                                 |
| ELEMENT                | CD-MA1.    | The child will organize, represent, and build knowledge of quantity and number.                                                                                                                                                     |
| ELEMENT/GLE            | CD-MA1.2a. | Recites numbers up to 5 in sequence.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five |

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| STRAND/TOPIC           | GA.CD-MA.  | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                                                                                                                                                                                                                                          |
| STANDARD / DESCRIPTION |            | Number and Quantity                                                                                                                                                                                                                                                                              |
| ELEMENT                | CD-MA2.    | The child will manipulate, compare, and describe relationships using quantity and number.                                                                                                                                                                                                        |
| ELEMENT/GLE            | CD-MA2.2b. | Counts one, two, and sometimes three objects using one-to-one correspondence with adult guidance.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five |

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| STRAND/TOPIC           | GA.CD-MA.  | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                                                                                                                                                                                                                        |
| STANDARD / DESCRIPTION |            | Measurement and Comparison                                                                                                                                                                                                                                                     |
| ELEMENT                | CD-MA3.    | The child will explore and communicate about distance, weight, length, height, and time.                                                                                                                                                                                       |
| ELEMENT/GLE            | CD-MA3.2a. | Develops vocabulary for length, weight, and height.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height |

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| ELEMENT/GLE | CD-MA3.2b. | Makes simple comparisons between two objects.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height |
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| ELEMENT/GLE | CD-MA3.2d. | Identifies daily routines and changes in routine.<br><br><u>Progress Monitoring Skills</u> |
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|  |  | 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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| STRAND/TOPIC           | GA.CD-MA.  | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| STANDARD / DESCRIPTION |            | Measurement and Comparison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT                | CD-MA4.    | The child will sort, order, classify, and create patterns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ELEMENT/GLE            | CD-MA4.2b. | <p>Matches objects with similar attributes and characteristics.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:<br/>           Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment<br/>           2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:<br/>           Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)<br/>           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> |

| ELEMENT/GLE | CD-MA4.2c. | <p>Recognizes simple patterns in the environment.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:<br/>           Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment<br/>           2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:<br/>           Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> |
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| STRAND/TOPIC           | GA.CD-MA.  | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| STANDARD / DESCRIPTION |            | Geometry and Spatial Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ELEMENT                | CD-MA5.    | The child will explore, recognize, and describe spatial relationships between objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ELEMENT/GLE            | CD-MA5.2a. | <p>Practices using directionality and appropriate vocabulary.</p> <p><u>Progress Monitoring Skills</u><br/>           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.<br/>           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> |

| ELEMENT/GLE | CD-MA5.2b. | <p>With some adult guidance, demonstrates increasing ability to slide, rotate, and flip objects to make them fit.</p> <p><u>Progress Monitoring Skills</u><br/>           2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> |
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| STRAND/TOPIC           | GA.CD-MA. | Cognitive Development: MATHEMATICS (CD-MA) 24-36 months                    |
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| STANDARD / DESCRIPTION |           | Geometry and Spatial Thinking                                              |
| ELEMENT                | CD-MA6.   | The child will explore, recognize, and describe shapes and shape concepts. |

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| ELEMENT/GLE | CD-MA6.2a. | <p>Recognizes and names two-dimensional shapes with adult guidance.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p> |
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| STRAND/TOPIC           | GA.CD-SC.  | Cognitive Development: Science (CD-SC) 24-36 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| STANDARD / DESCRIPTION |            | Scientific Skills and Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ELEMENT                | CD-SC1.    | The child will demonstrate scientific inquiry skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ELEMENT/GLE            | CD-SC1.2a. | <p>Uses senses to observe and experience objects and environment with adult guidance.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 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<br/> 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<br/> 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)<br/> 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<br/> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment<br/> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p> |

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| ELEMENT/GLE | CD-SC1.2b. | <p>Uses simple tools as props through play.</p> <p><u>Progress Monitoring Skills</u><br/> 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> |
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| ELEMENT/GLE | CD-SC1.2c. | <p>Observes and discusses objects and events in the environment.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment<br/> 2 Year Olds: 46- Uses prior knowledge to build new knowledge:</p> |
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|  |  | Progress Monitoring Skill: 46.2 Makes connections between objects and ideas |
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| STRAND/TOPIC           | GA.CD-SC.  | Cognitive Development: Science (CD-SC) 24-36 months                                                                                                                                                                                                                              |
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| STANDARD / DESCRIPTION |            | Earth and Space                                                                                                                                                                                                                                                                  |
| ELEMENT                | CD-SC2.    | The child will demonstrate knowledge related to the dynamic properties of earth and sky.                                                                                                                                                                                         |
| ELEMENT/GLE            | CD-SC2.2a. | Explores and investigates the properties of water.<br><br><u>Progress Monitoring Skills</u><br>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 |

| ELEMENT/GLE | CD-SC2.2b. | Asks questions about the properties of sand, soil, and mud.<br><br><u>Progress Monitoring Skills</u><br>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 |
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| ELEMENT/GLE | CD-SC2.2c. | Describes the objects in the sky during day time and night time by drawing and/or naming.<br><br><u>Progress Monitoring Skills</u><br>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) |
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| ELEMENT/GLE | CD-SC2.2d. | Observes and discusses weather.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather |
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| STRAND/TOPIC           | GA.CD-SC.  | Cognitive Development: Science (CD-SC) 24-36 months                                                                                                                                                                                                                                         |
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| STANDARD / DESCRIPTION |            | Living Creatures                                                                                                                                                                                                                                                                            |
| ELEMENT                | CD-SC3.    | The child will demonstrate knowledge related to living things and their environment.                                                                                                                                                                                                        |
| ELEMENT/GLE            | CD-SC3.2a. | Investigates plants and animals, and how they grow and change.<br><br><u>Progress Monitoring Skills</u><br>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 |

| ELEMENT/GLE | CD-SC3.2b. | Explores a variety of living and non-living objects.<br><br><u>Progress Monitoring Skills</u><br>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 |
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| ELEMENT/GLE | CD-SC3.2c. | Identifies more complex body parts.<br><br><u>Progress Monitoring Skills</u> |
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|  |  | 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 |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SC.</b>  | <b>Cognitive Development: Science (CD-SC) 24-36 months</b>                                                                                                                                                                                                                                                                                                                                                                |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Physical Science</b>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>ELEMENT</b>                | <b>CD-SC4.</b>    | The child will demonstrate knowledge related to physical science.                                                                                                                                                                                                                                                                                                                                                         |
| <b>ELEMENT/GLE</b>            | <b>CD-SC4.2a.</b> | Explores motions to play with toys with adult support.<br><br><u>Progress Monitoring Skills</u><br>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)<br>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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| <b>ELEMENT/GLE</b> | <b>CD-SC4.2b.</b> | Uses basic words for speed of motion.<br><br><u>Progress Monitoring Skills</u><br>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)<br>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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| <b>ELEMENT/GLE</b> | <b>CD-SC4.2c.</b> | Begins to use words to describe physical properties and states of matter of objects.<br><br><u>Progress Monitoring Skills</u><br>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) |
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| <b>ELEMENT/GLE</b> | <b>CD-SC4.2e.</b> | Uses complex motions to play with toys that are simple machines.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SC.</b>  | <b>Cognitive Development: Science (CD-SC) 24-36 months</b>                                                                                                                                                                                                                                                                        |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Interaction with the Environment</b>                                                                                                                                                                                                                                                                                           |
| <b>ELEMENT</b>                | <b>CD-SC5.</b>    | The child will demonstrate an awareness of and the need to protect his/her environment.                                                                                                                                                                                                                                           |
| <b>ELEMENT/GLE</b>            | <b>CD-SC5.2a.</b> | With assistance he/she participates in activities to protect the environment.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment. |

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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SS.</b> | <b>Cognitive Development: Social Studies (CD-SS) 24-36 months</b> |
| <b>STANDARD / DESCRIPTION</b> |                  | <b>Family</b>                                                     |

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| ELEMENT     | CD-SS1.    | The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ELEMENT/GLE | CD-SS1.2a. | <p>Uses words to identify his/her family members. Knows own first and last name.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others<br/> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations<br/> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play<br/> 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)<br/> 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> |
| ELEMENT/GLE | CD-SS1.2b. | <p>Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences<br/> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others<br/> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations<br/> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play<br/> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play<br/> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>                                                                                                                                                                                                                                                                                                      |

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|  |  | <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 Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SS.</b>  | <b>Cognitive Development: Social Studies (CD-SS) 24-36 months</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>People and Community</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>ELEMENT</b>                | <b>CD-SS2.</b>    | The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>ELEMENT/GLE</b>            | <b>CD-SS2.2a.</b> | <p>Recognizes and follows simple rules of the classroom community.</p> <p><u>Progress Monitoring Skills</u></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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| <b>ELEMENT/GLE</b> | <b>CD-SS2.2b.</b> | <p>Identifies traditions and cultural celebrations of his/her own family.</p> <p><u>Progress Monitoring Skills</u></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: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SS.</b>  | <b>Cognitive Development: Social Studies (CD-SS) 24-36 months</b>                                                                                                                                                             |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>People and Community</b>                                                                                                                                                                                                   |
| <b>ELEMENT</b>                | <b>CD-SS4.</b>    | The child will demonstrate an awareness of economics in his/her community.                                                                                                                                                    |
| <b>ELEMENT/GLE</b>            | <b>CD-SS4.2b.</b> | <p>Recognizes occupations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p> |

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| <b>ELEMENT/GLE</b> | <b>CD-SS4.2c.</b> | <p>Recognize relationship between supply and demand.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-SS.</b>  | <b>Cognitive Development: Social Studies (CD-SS) 24-36 months</b>              |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>History and Events</b>                                                      |
| <b>ELEMENT</b>                | <b>CD-SS5.</b>    | The child will understand the passage of time and how events are related.      |
| <b>ELEMENT/GLE</b>            | <b>CD-SS5.2a.</b> | <p>Recognizes sequence of events.</p> <p><u>Progress Monitoring Skills</u></p> |



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|  |  | <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> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CR.</b>  | <b>Cognitive Development: Creative Development (CD-CR) 24-36 months</b>                                                                                                                                                                                                             |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Creative Movement and Dance</b>                                                                                                                                                                                                                                                  |
| <b>ELEMENT</b>                | <b>CD-CR1.</b>    | The child participate in dance to express creativity.                                                                                                                                                                                                                               |
| <b>ELEMENT/GLE</b>            | <b>CD-CR1.2a.</b> | <p>Dances to and becomes engaged in music and movement.</p> <p><u>Progress Monitoring Skills</u></p> <p>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</p> |

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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CR.</b>  | <b>Cognitive Development: Creative Development (CD-CR) 24-36 months</b>                                                                                                                                                                                                                                                                                  |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Visual Arts</b>                                                                                                                                                                                                                                                                                                                                       |
| <b>ELEMENT</b>                | <b>CD-CR2.</b>    | The child will create, observe, and analyze visual art forms to develop artistic expression.                                                                                                                                                                                                                                                             |
| <b>ELEMENT/GLE</b>            | <b>CD-CR2.2a.</b> | <p>Experiments with a variety of materials to express individual creativity.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> |

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| <b>ELEMENT/GLE</b> | <b>CD-CR2.2b.</b> | <p>Describes what he/she sees when looking at pictures, photos, art work.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> |
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| <b>ELEMENT/GLE</b> | <b>CD-CR2.2c.</b> | <p>Communicates preferences for one piece of art over another and tells why.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CR.</b>  | <b>Cognitive Development: Creative Development (CD-CR) 24-36 months</b>                                                                                                                                                                                                                                               |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Music</b>                                                                                                                                                                                                                                                                                                          |
| <b>ELEMENT</b>                | <b>CD-CR3.</b>    | The child will use his/her voice, instruments, and objects to musically express creativity.                                                                                                                                                                                                                           |
| <b>ELEMENT/GLE</b>            | <b>CD-CR3.2a.</b> | Experiments with vocalization, sounds, and musical instruments.<br><br><u>Progress Monitoring Skills</u><br>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments |

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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CR.</b>  | <b>Cognitive Development: Creative Development (CD-CR) 24-36 months</b>                                                                                                                                                                                               |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Drama</b>                                                                                                                                                                                                                                                          |
| <b>ELEMENT</b>                | <b>CD-CR4.</b>    | The child will use drama to express creativity.                                                                                                                                                                                                                       |
| <b>ELEMENT/GLE</b>            | <b>CD-CR4.2a.</b> | Listens and shows interest when an adult tells a story with props.<br><br><u>Progress Monitoring Skills</u><br>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 |

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| <b>ELEMENT/GLE</b> | <b>CD-CR4.2b.</b> | Spontaneously pretends to take on the characteristics of a person, character, or animal.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal |
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| <b>ELEMENT/GLE</b> | <b>CD-CR4.2c.</b> | Imitates and repeats voice inflections to entertain others.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal |
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| <b>ELEMENT/GLE</b> | <b>CD-CR4.2d.</b> | Explore new situations through dramatic play.<br><br><u>Progress Monitoring Skills</u><br>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<br>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CP.</b> | <b>Cognitive Development: Cognitive Processes (CD-CP) 24-36 months</b> |
| <b>STANDARD / DESCRIPTION</b> |                  | <b>Thinking Skills</b>                                                 |
| <b>ELEMENT</b>                | <b>CD-CP1.</b>   | The child will demonstrate awareness of cause and effect.              |

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| ELEMENT/GLE | CD-CP1.2a. | <p>Explores the effects that simple actions may have on objects.</p> <p><u>Progress Monitoring Skills</u><br/> 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> |
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| ELEMENT/GLE | CD-CP1.2b. | <p>Asks simple questions to try to understand.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose<br/> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise<br/> 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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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CP.</b> | <b>Cognitive Development: Cognitive Processes (CD-CP) 24-36 months</b>                                                                                                                                                                                        |
| <b>STANDARD / DESCRIPTION</b> |                  | <b>Thinking Skills</b>                                                                                                                                                                                                                                        |
| <b>ELEMENT</b>                | <b>CD-CP2.</b>   | <b>The child will use prior knowledge to build new knowledge.</b>                                                                                                                                                                                             |
| ELEMENT/GLE                   | CD-CP2.2a.       | <p>Makes connections between objects and ideas.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> |

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| ELEMENT/GLE | CD-CP2.2b. | <p>Demonstrates imitation skills, including imitation of peers.</p> <p><u>Progress Monitoring Skills</u><br/> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play<br/> 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<br/> 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<br/> 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<br/> 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p> |
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| ELEMENT/GLE | CD-CP2.2d. | <p>With adult prompting, uses clues to make predictions.</p> <p><u>Progress Monitoring Skills</u><br/> 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<br/> 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<br/> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p> |
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| <b>STRAND/TOPIC</b>           | <b>GA.CD-CP.</b>  | <b>Cognitive Development: Cognitive Processes (CD-CP) 24-36 months</b>                                                                                                                                                                                                                       |
| <b>STANDARD / DESCRIPTION</b> |                   | <b>Problem Solving</b>                                                                                                                                                                                                                                                                       |
| <b>ELEMENT</b>                | <b>CD-CP3.</b>    | <b>The child will demonstrate problem solving skills.</b>                                                                                                                                                                                                                                    |
| <b>ELEMENT/GLE</b>            | <b>CD-CP3.2a.</b> | <p>Experiments with familiar objects to solve problems.</p> <p><u>Progress Monitoring Skills</u><br/> 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>                   |
| <b>ELEMENT/GLE</b>            | <b>CD-CP3.2b.</b> | <p>Tries several methods to solve a problem before asking for assistance.</p> <p><u>Progress Monitoring Skills</u><br/> 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> |

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