



# Curriculum Alignment with

## Iowa Early Learning Standards

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

STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Self – Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.1.IT	Infants and toddlers display a positive sense of self.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	1.1.IT.1	<p>responds to familiar adults' and children's interactions using behaviors such as gazing, cuddling, and accepting assistance.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations            2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXAMPLE	1.1.IT.2	<p>explores his or her own body.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects            2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects            2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXAMPLE	1.1.IT.4	<p>shows preferences for toys and experiences.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
EXAMPLE	1.1.IT.5	<p>expresses reaction through facial expressions, sounds, and gestures.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions            2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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<b>STRAND / COURSE</b>	<b>Area 1:</b>	<b>Social and Emotional Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Self-Regulation - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>1.2.IT</b>	Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
<b>EXAMPLE</b>	<b>1.2.IT.1</b>	<p>indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 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: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 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>
<b>EXAMPLE</b>	<b>1.2.IT.2</b>	<p>comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.</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>
<b>EXAMPLE</b>	<b>1.2.IT.3</b>	<p>begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 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>
EXAMPLE	1.2.IT.5	<p>responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXAMPLE	1.2.IT.6	<p>begins to control behavior through following simple rules and limits in a variety of settings.</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 Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXAMPLE	1.2.IT.7	<p>begins to transition between feeling states with guidance from a caring adult.</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 Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
<b>STRAND / COURSE</b>	<b>Area 1:</b>	<b>Social and Emotional Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Relationship with Adults - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	1.3.IT	Infants and toddlers relate positively with significant adults.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
EXAMPLE	1.3.IT.1	<p>distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

		2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXAMPLE	1.3.IT.3	<p>seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXAMPLE	1.3.IT.6	<p>explores the environment, both indoors and outdoors, but may return to a familiar adult periodically for security.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
EXAMPLE	1.3.IT.7	<p>begins to imitate or portray roles and relationships.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXAMPLE	1.3.IT.8	<p>imitates adult behaviors.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
STRAND / COURSE	Area 1:	Social and Emotional Development
ESSENTIAL CONCEPT AND/OR SKILL		Relationship with Children - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	1.4.IT	Infants and toddlers respond to and initiate interactions with other children.

<b>GRADE LEVEL EXPECTATION</b>		<b>The infant or toddler...</b>
<b>EXAMPLE</b>	<b>1.4.IT.1</b>	<p>initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
<b>EXAMPLE</b>	<b>1.4.IT.2</b>	<p>accepts help from familiar adults in interactions with other children.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>
<b>EXAMPLE</b>	<b>1.4.IT.3</b>	<p>begins to demonstrate empathy for others and responds to people's facial expressions, body language, and/or interactions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 16- Develops relationships with peers: Progress</p>

		Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
EXAMPLE	1.4.IT.4	develops an awareness of his or her behavior and how it affects others.  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
EXAMPLE	1.4.IT.5	imitates other children's behaviors.  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Healthy and Safe Living - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>2.1.IT</b>	<b>Infants and toddlers participate in healthy and safe living practices.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>The infant...</b>
EXAMPLE	2.1.IT.1	expresses satisfaction or dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
EXAMPLE	2.1.IT.2	establishes healthy eating and sleeping patterns with the assistance of a responsive adult.  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

EXAMPLE	2.1.IT.3	<p>ingests breast milk or formula, progressing to solid foods, to self-feeding age-appropriate foods, and drinking from a cup.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Healthy and Safe Living - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.1.IT	Infants and toddlers participate in healthy and safe living practices.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	2.1.IT.4	<p>participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

EXAMPLE	2.1.IT.5	<p>shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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EXAMPLE	2.1.IT.6	<p>participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Large Motor Skills - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.2.IT	Infants and toddlers develop large motor skills.



<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	2.2.IT.1	<p>shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>EXAMPLE</b>	2.2.IT.2	<p>shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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<b>STRAND / COURSE</b>	<b>Area 2:</b>	<b>Physical Well-Being and Motor Development</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Large Motor Skills - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	2.2.IT	Infants and toddlers develop large motor skills.
<b>GRADE LEVEL EXPECTATION</b>		The toddler...
<b>EXAMPLE</b>	2.2.IT.3	<p>shows increasing control in motor skills such as rolling, throwing, and kicking a ball, and jumping.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

<b>EXAMPLE</b>	2.2.IT.4	<p>shows increasing balance in activities such as running, climbing stairs, marching, and moving a riding toy using his or her feet.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Small Motor Development - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	2.3.IT.1	<p>uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, transferring objects from hand to hand, and fitting objects into a hole in a box.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / COURSE	Area 2:	Physical Well-Being and Motor Development
ESSENTIAL CONCEPT AND/OR SKILL		Small Motor Development - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	2.3.IT	Infants and toddlers develop small motor skills.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	2.3.IT.2	<p>uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing with assistance, scribbling with crayons or markers, participating in finger plays, and using musical instruments.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Curiosity and Initiative - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.1.IT	Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.

<b>GRADE LEVEL EXPECTATION</b>		<b>The infant or toddler...</b>
<b>EXAMPLE</b>	<b>3.1.IT.1</b>	<p>shows interest in people including other infants, objects, and events.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
<b>EXAMPLE</b>	<b>3.1.IT.2</b>	<p>uses his or her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
<b>EXAMPLE</b>	<b>3.1.IT.3</b>	<p>actively plays with or near adults, other children, and materials.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when</p>

		<p>encountering difficult tasks or situations</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Engagement and Persistence - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.2.IT	Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.2.IT.2	<p>repeats familiar and newly learned experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

EXAMPLE	3.2.IT.3	<p>maintains focus, if interested, on people or objects, play experiences, or novel events.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXAMPLE	3.2.IT.4	<p>continues to try to succeed using challenging materials or during experiences.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Reasoning and Problem Solving - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.3.IT	Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.3.IT.1	<p>uses an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

EXAMPLE	3.3.IT.2	<p>experiments to find a solution to a problem.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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EXAMPLE	3.3.IT.3	<p>imitates an adult action to solve a problem.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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EXAMPLE	3.3.IT.4	<p>recognizes difficulties and adjusts actions, as needed.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use</p>
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		<p>materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXAMPLE	3.3.IT.5	<p>seeks and accepts help when encountering a problem beyond his or her ability to solve independently.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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STRAND / COURSE	Area 3:	Approaches to Learning
ESSENTIAL CONCEPT AND/OR SKILL		Play and Senses - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	3.4.IT	Infants and toddlers engage in play to learn.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	3.4.IT.1	<p>uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>

EXAMPLE	3.4.IT.2	<p>chooses and participates in a variety of play experiences.</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: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and</p>
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		<p>learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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EXAMPLE	3.4.IT.3	<p>imitates behaviors of others in play.</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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EXAMPLE	3.4.IT.4	<p>repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Family and Community - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.1.IT	Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.1.IT.2	<p>recognizes familiar adults and uses them to determine safety during exploration.</p> <p><u>Progress Monitoring Skills</u></p>



		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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EXAMPLE	4.1.IT.3	<p>explores and plays freely within familiar settings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Awareness of Culture - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.2.IT	Infants and toddlers demonstrate a strong sense of self within their culture.
GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.2.IT.2	<p>chooses and participates in familiar experiences, including songs and stories from his or her home culture.</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> <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> <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>

EXAMPLE	4.2.IT.3	<p>explores materials from various cultures.</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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STRAND / COURSE	Area 4:	Social Studies
ESSENTIAL CONCEPT AND/OR SKILL		Exploration of the Environment - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	4.3.IT	Infants and toddlers explore new environments with interest and recognize familiar places.



GRADE LEVEL EXPECTATION		The infant or toddler...
EXAMPLE	4.3.IT.1	<p>demonstrates interest and curiosity within familiar and unfamiliar settings.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXAMPLE	4.3.IT.2	<p>explores and plays with new, as well as familiar objects, in the environment using all five senses.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXAMPLE	4.3.IT.3	<p>chooses and participates in unfamiliar experiences.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult</p>

		support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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<b>STRAND / COURSE</b>	<b>Area 5:</b>	<b>Creative Arts</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Art - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>5.1.IT</b>	Infants and toddlers participate in a variety of sensory and art-related experiences.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	<b>5.1.IT.1</b>	gazes at a picture, photo, or mirror images.  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

<b>EXAMPLE</b>	<b>5.1.IT.2</b>	manipulates and explores play materials within the environment.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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<b>STRAND / COURSE</b>	<b>Area 5:</b>	<b>Creative Arts</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Art - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>5.1.IT</b>	Infants and toddlers participate in a variety of sensory and art-related experiences.

<b>GRADE LEVEL EXPECTATION</b>		The older infant and toddler also...
<b>EXAMPLE</b>	5.1.IT.3	expresses interest in art-related experiences and media.  <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

<b>EXAMPLE</b>	5.1.IT.4	engages in experiences that support creative expression.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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<b>EXAMPLE</b>	5.1.IT.5	chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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<b>STRAND / COURSE</b>	<b>Area 5:</b>	<b>Creative Arts</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
<b>EXAMPLE</b>	5.2.IT.1	shows interest in songs, tones, rhythms, voices, and music.  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes

		<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> <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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EXAMPLE	5.2.IT.2	<p>experiments with a variety of age-appropriate instruments and sound-making objects.</p> <p><u>Progress Monitoring Skills</u>  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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EXAMPLE	5.2.IT.3	<p>enjoys exploring ways of interacting with others through touch and motion.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Music, Rhythm, and Movement - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.2.IT	Infants and Toddlers participate in a variety of rhythm, music, and movement experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.2.IT.4	<p>chooses and participates in music and movement experiences.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

EXAMPLE	5.2.IT.5	<p>sings simple songs and participates in finger plays.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 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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EXAMPLE	5.2.IT.6	<p>sings daily songs to recognize the patterns throughout their day.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness</p>
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		(discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The infant and toddler...
EXAMPLE	5.3.IT.1	<p>imitates the sounds, facial expressions, gestures, or behaviors of another person.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXAMPLE	5.3.IT.2	<p>imitates the actions and sounds of animals, people, and objects.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STRAND / COURSE	Area 5:	Creative Arts
ESSENTIAL CONCEPT AND/OR SKILL		Dramatic Play - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	5.3.IT	Infants and toddlers engage in dramatic play experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	5.3.IT.3	<p>engages in dramatic play in both indoor and outdoor environments.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Language Understanding and Use - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
GRADE LEVEL EXPECTATION		The infant or toddler, in home language and in English...

EXAMPLE	6.1.IT.1	<p>responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXAMPLE	6.1.IT.2	<p>uses vocalizations and gestures to gain attention from others.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXAMPLE	6.1.IT.3	<p>uses vocalizations and gestures to communicate wants and needs.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions  2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"  2 Year Olds: 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>
EXAMPLE	6.1.IT.4	<p>increases both listening (receptive) and speaking (expressive) vocabulary.</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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<b>STRAND / COURSE</b>	<b>Area 6:</b>	<b>Communication, Language, and Literacy</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Language Understanding and Use - Infant and Toddler (birth - 3 years)
<b>DETAILED DESCRIPTOR</b>	6.1.IT	Infants and toddlers understand and use communication and language for a variety of purposes.
<b>GRADE LEVEL EXPECTATION</b>		The toddler also...
<b>EXAMPLE</b>	6.1.IT.5	progresses to using words and then to simple sentences to communicate.  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time

<b>EXAMPLE</b>	6.1.IT.6	participates in conversations that include taking turns, using both receptive (listening) and expressive (speaking) language skills.  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time 2 Year Olds: 20- Uses increasingly complex spoken language:
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		<p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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EXAMPLE	6.1.IT.7	<p>answers simple questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
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EXAMPLE	6.1.IT.8	<p>follows simple directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
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STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Literacy - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.2.IT	Infants and toddlers engage in early reading experiences.
GRADE LEVEL EXPECTATION		The infant and toddler...
EXAMPLE	6.2.IT.1	<p>explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</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: 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>

EXAMPLE	6.2.IT.2	<p>focuses on a book or the reader when hearing stories read to him or her.</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: 23.3 Begins to recognize that print and</p>
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		symbols convey meaning (signs on buildings, logos, labels, own name)
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EXAMPLE	6.2.IT.4	<p>responds to or engages in songs, rhyming games, or finger plays with a familiar adult.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 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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STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Literacy - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.2.IT	Infants and toddlers engage in early reading experiences.
GRADE LEVEL EXPECTATION		The toddler also...
EXAMPLE	6.2.IT.5	<p>points to, labels, and/or talks about objects, events, or people within books.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

EXAMPLE	6.2.IT.6	<p>enjoys and repeats songs, rhymes, or finger plays.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 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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STRAND / COURSE	Area 6:	Communication, Language, and Literacy
ESSENTIAL CONCEPT AND/OR SKILL		Early Writing - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	6.3.IT	Infants and toddlers engage in early writing experiences.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	6.3.IT.1	<p>grasps and/or manipulates a variety of objects in his or her environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p>

		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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<b>STRAND / COURSE</b>	<b>Area 6:</b>	<b>Communication, Language, and Literacy</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Early Writing - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>6.3.IT</b>	Infants and toddlers engage in early writing experiences.
<b>GRADE LEVEL EXPECTATION</b>		The older infant and toddler also...
<b>EXAMPLE</b>	<b>6.3.IT.2</b>	<p>scribbles spontaneously, usually using a fist grip.</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>

<b>EXAMPLE</b>	<b>6.3.IT.3</b>	<p>shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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<b>STRAND / COURSE</b>	<b>Area 7:</b>	<b>Mathematics</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comparison and Number - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	<b>7.1.IT</b>	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
<b>GRADE LEVEL EXPECTATION</b>		The infant...
<b>EXAMPLE</b>	<b>7.1.IT.1</b>	<p>begins to notice characteristics of objects such as size, color, shape, or quantity.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and</p>

		shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Comparison and Number - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.1.IT	Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.1.IT.2	<p>matches and sorts objects by size, color, shape, or quantity.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment            2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)            2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together            2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>

EXAMPLE	7.1.IT.3	<p>begins to use simple counting in play and interactions, although numbers may occur out of order.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Patterns - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.2.IT	Infants and toddlers begin to recognize patterns.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	7.2.IT.1	<p>demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Patterns - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.2.IT	Infants and toddlers begin to recognize patterns.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.2.IT.2	<p>shows recognition of sequence in events or objects.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 40- Understands the passage of time and how events</p>

		are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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EXAMPLE	7.2.IT.3	repeats actions in sequence, such as finger plays.  <u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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EXAMPLE	7.2.IT.4	notices patterns and objects in the environment.  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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EXAMPLE	7.2.IT.5	organizes objects into groups during play and exploration.  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.3.IT	Infants and toddlers show increasing understanding of spatial relationships.
GRADE LEVEL EXPECTATION		The infant...
EXAMPLE	7.3.IT.1	takes objects apart.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

STRAND / COURSE	Area 7:	Mathematics
ESSENTIAL CONCEPT AND/OR SKILL		Shapes and Spatial Relationships - Infant and Toddler (birth - 3 years)
DETAILED DESCRIPTOR	7.3.IT	Infants and toddlers show increasing understanding of spatial relationships.
GRADE LEVEL EXPECTATION		The toddler...
EXAMPLE	7.3.IT.3	takes objects apart and attempts to put them together.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

		2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
EXAMPLE	7.3.IT.4	<p>shows awareness of his or her own body space.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXAMPLE	7.3.IT.5	<p>matches similar shapes.</p> <p><u>Progress Monitoring Skills</u>  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  2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
EXAMPLE	7.3.IT.6	<p>follows simple direction related to positions such as in, on, under, up, or down.</p> <p><u>Progress Monitoring Skills</u>  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>
<b>STRAND / COURSE</b>	<b>Area 8:</b>	<b>Science</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Scientific Investigations - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	8.1.IT	Infants and toddlers observe and wonder about the environment around them.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
EXAMPLE	8.1.IT.3	<p>uses one or more senses to make observations of their environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste)</p>

		to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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<b>STRAND / COURSE</b>	<b>Area 8:</b>	<b>Science</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Scientific Reasoning - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
<b>GRADE LEVEL EXPECTATION</b>		The infant or toddler...
<b>EXAMPLE</b>	8.2.IT.1	uses trusted relationships to gain understanding of the living and non-living world.  <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

<b>EXAMPLE</b>	8.2.IT.2	explores cause and effect relationships by engaging in problem solving through trial and error.  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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<b>STRAND / COURSE</b>	<b>Area 8:</b>	<b>Science</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Scientific Reasoning - Infant and Toddler (birth - 3 years)</b>
<b>DETAILED DESCRIPTOR</b>	8.2.IT	Infants and toddlers use reasoning to make sense of information in their environment.
<b>GRADE LEVEL EXPECTATION</b>		The toddler also...
<b>EXAMPLE</b>	8.2.IT.3	shows understanding of object permanence (that people exist when they cannot be seen and objects exist even when out of sight).  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play

		2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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