



Curriculum Alignment with

Illinois Early Learning Guidelines

Grade: **Ages 13 to 24 months** - Adopted: **2013**

| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SR. | SELF-REGULATION |
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| LEARNING STANDARD / DISCIPLINE | SR.1. | Physiological Regulation |
| DESCRIPTOR / CONTENT DISCIPLINE | SR.1.1. | Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts. |
| STANDARD | SR.1.1.1. | 16 months to 24 months: Children have established basic, consolidated patterns in sleep/wake, feeding, and elimination functions. Children use nonverbal and verbal communication to signal needs to caregiver(s) for support in regulating. Children also begin to manage internal and external stimuli. |
| EXPECTATION | SR.1.1.1.1. | <p>Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver's lap when tired</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> |
| EXPECTATION | SR.1.1.1.3. | <p>Communicates needs with one or two words, e.g., says or gestures "milk" for "I want milk"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of</p> |

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| | | <p>purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SR. | SELF-REGULATION |
| LEARNING STANDARD / DISCIPLINE | SR.2. | Emotional Regulation |
| DESCRIPTOR / CONTENT DISCIPLINE | SR.2.1. | Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts. |
| STANDARD | SR.2.1.1. | 16 months to 24 months: Children begin to recognize a specific range of emotions and manage their emotions through both the use of advanced soothing strategies and the use of their caregiver. |
| EXPECTATION | SR.2.1.1.1. | <p>Uses caregiver's facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult's smile as a cue to cautiously pat the dog</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> |

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| EXPECTATION | SR.2.1.1.2. | <p>Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> |
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| EXPECTATION | SR.2.1.1.3. | <p>Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult's lap</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring</p> |
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| | | <p>Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> |
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| EXPECTATION | SR.2.1.1.4. | <p>Names some emotions, e.g., “me sad”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |
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| EXPECTATION | SR.2.1.1.5. | <p>Begins to use “private speech” in order to assist in regulating their emotions, e.g., utters “bear, where is bear” to self</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SR. | SELF-REGULATION |
| LEARNING STANDARD / DISCIPLINE | SR.3. | Attention Regulation |
| DESCRIPTOR / CONTENT DISCIPLINE | SR.3.1. | Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts. |
| STANDARD | SR.3.1.1. | 16 months to 24 months: Children begin to focus and attend for longer periods of time, in particular while engaged in self-created and goal-directed play. Children also have an increased internal capacity to organize and plan while attending and focusing. |
| EXPECTATION | SR.3.1.1.1. | <p>Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> |

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| | | <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| EXPECTATION | SR.3.1.1.2. | <p>Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| EXPECTATION | SR.3.1.1.4. | <p>Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SR. | SELF-REGULATION |
| LEARNING STANDARD / DISCIPLINE | SR.4. | Behavior Regulation |
| DESCRIPTOR / CONTENT DISCIPLINE | SR.4.1. | Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts. |
| STANDARD | SR.4.1.1. | 16 months to 24 months: Children may be able to demonstrate limited self-control over behavior by responding to cues found in the environment. Children also begin to use more complex strategies to help manage feelings of impulsivity. |

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| EXPECTATION | SR.4.1.1.2. | <p>Communicates “no” to self when reaching for forbidden objects</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.1. | Attachment Relationships |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.1.1. | Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs. |
| STANDARD | SED.1.1.1. | 16 months to 24 months: Children begin to use nonverbal and verbal communication to connect and reconnect with their attachment figure. |
| EXPECTATION | SED.1.1.1.1. | <p>Shows an emotional connection with familiar adults other than the primary caregiver</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | SED.1.1.1.2. | <p>Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to “brush” hair, or feeds and rocks a doll</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |
| EXPECTATION | SED.1.1.1.3. | <p>Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | SED.1.1.1.4. | Seeks physical closeness when distressed |

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| | | <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults |
| EXPECTATION | SED.1.1.1.5. | Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.2. | Emotional Expression |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.2.1. | Children demonstrate an awareness of and the ability to identify and express emotions. |
| STANDARD | SED.2.1.1. | 16 months to 24 months: Children continue to experience a wide range of emotions (e.g., affection, frustration, fear, anger, sadness). At this point in development, children will express and act on impulses, but begin to learn skills from their caregiver(s) on how to control their emotional expression. |
| EXPECTATION | SED.2.1.1.1. | Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear |
| EXPECTATION | SED.2.1.1.2. | Expresses pride, e.g., smiles, claps, or says, "I did it" after completing a task <u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play |
| EXPECTATION | SED.2.1.1.3. | Attempts to use a word to describe feelings to a familiar adult <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects |

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| | | <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |
| EXPECTATION | SED.2.1.1.4. | <p>Expresses wonder and delight while exploring the environment and engaging others</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.3. | Relationship with Adults |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.3.1. | Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults. |
| STANDARD | SED.3.1.1. | 16 months to 24 months: Children actively seek out familiar adults and begin to show an interest in adult tasks and roles. |
| EXPECTATION | SED.3.1.1.1. | <p>Builds emotional connections with other familiar adults, in addition to primary caregiver(s)</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | SED.3.1.1.2. | <p>Seeks adult assistance with challenges but may refuse help and say “no”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | SED.3.1.1.4. | Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those |

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| | | <p>same actions</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.4. | Self-Concept |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.4.1. | Children develop identity of self. |
| STANDARD | SED.4.1.1. | 16 months to 24 months: Children become aware of themselves as distinct from others both physically and emotionally. During this period, children often struggle with the balance of being independent and needing nurturing from their caregiver(s). |
| EXPECTATION | SED.4.1.1.2. | <p>Able to express his or her name</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> |

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| EXPECTATION | SED.4.1.1.3. | <p>Refers to self with gestures and language</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> |
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| EXPECTATION | SED.4.1.1.4. | <p>Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> |
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| EXPECTATION | SED.4.1.1.5. | <p>Points to self in images and other types of media</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> |
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| | | <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> |
| EXPECTATION | SED.4.1.1.6. | <p>Frequently tests limits</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> |
| EXPECTATION | SED.4.1.1.7. | <p>Asks for help from familiar adults but may begin to attempt to complete tasks autonomously</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.5. | Relationship with Peers |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.5.1. | Children demonstrate the desire and develop the ability to engage and interact with other children. |
| STANDARD | SED.5.1.1. | 16 months to 24 months: As play and communication matures; children begin to seek out interactions with peers. |
| EXPECTATION | SED.5.1.1.1. | <p>Gestures in order to communicate a desire to play near a peer</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by</p> |

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| | | <p>others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> |
| EXPECTATION | SED.5.1.1.2. | <p>Demonstrates enthusiasm around other children</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> |
| EXPECTATION | SED.5.1.1.3. | <p>Expresses frustration when another child takes something away from him or her, e.g., a toy</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> |
| EXPECTATION | SED.5.1.1.4. | <p>Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | SED.5.1.1.5. | <p>Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> |

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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.SED. | Social & Emotional Development |
| LEARNING STANDARD / DISCIPLINE | SED.6. | Empathy |
| DESCRIPTOR / CONTENT DISCIPLINE | SED.6.1. | Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others. |
| STANDARD | SED.6.1.1. | 16 months to 24 months: Children begin to notice different emotions that other children are expressing and may begin to respond to these emotions. |
| EXPECTATION | SED.6.1.1.1. | <p>Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> |
| EXPECTATION | SED.6.1.1.2. | <p>Recognizes some of his or her own emotions, e.g., grab a comfort object when sad</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> |
| EXPECTATION | SED.6.1.1.3. | <p>Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers "shhh"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |
| EXPECTATION | SED.6.1.1.4. | <p>Shares in and communicates simple emotions of others, e.g., "mama sad", "papa happy"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |

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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.PDH. | Physical Development & Health |
| LEARNING STANDARD / DISCIPLINE | PDH.1. | Gross Motor |
| DESCRIPTOR / CONTENT DISCIPLINE | PDH.1.1. | Children demonstrate strength, coordination, and controlled use of large muscles. |
| STANDARD | PDH.1.1.1. | 16 months to 24 months: Children now have gained more control over their movements and begin to explore different ways they can move their bodies. |
| EXPECTATION | PDH.1.1.1.1. | Attempts to climb objects, e.g., furniture, steps, simple climbing structures <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space |

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| EXPECTATION | PDH.1.1.1.2. | Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance |
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| EXPECTATION | PDH.1.1.1.4. | Rides a toy by using his or her hands or feet <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.PDH. | Physical Development & Health |
| LEARNING STANDARD / DISCIPLINE | PDH.2. | Fine Motor |
| DESCRIPTOR / CONTENT DISCIPLINE | PDH.2.1. | Children demonstrate the ability to coordinate their small muscles in order to move and control objects. |
| STANDARD | PDH.2.1.1. | 16 months to 24 months: Children begin to coordinate their movements when using their small muscles and begin to manipulate various types of objects. |

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| EXPECTATION | PDH.2.1.1.2. | <p>Uses baby sign to communicate various concepts, e.g., “all done,” “more,” “water”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> |
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| EXPECTATION | PDH.2.1.1.3. | <p>Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p> |
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| EXPECTATION | PDH.2.1.1.4. | <p>Begins to imitate lines and circles when drawing</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> |
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| EXPECTATION | PDH.2.1.1.5. | <p>Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.PDH. | Physical Development & Health |
| LEARNING STANDARD / DISCIPLINE | PDH.3. | Perceptual |
| DESCRIPTOR / CONTENT DISCIPLINE | PDH.3.1. | Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment. |
| STANDARD | PDH.3.1.1. | 16 months to 24 months: Children continue to work on using perceived sensory information to decide how to interact with their environment. |
| EXPECTATION | PDH.3.1.1.2. | <p>Enjoys physical play, e.g., wrestling, tickling</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> |

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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.PDH. | Physical Development & Health |
| LEARNING STANDARD / DISCIPLINE | PDH.4. | Self-Care |
| DESCRIPTOR / CONTENT DISCIPLINE | PDH.4.1. | Children demonstrate the desire and ability to participate in and practice self-care routines. |
| STANDARD | PDH.4.1.1. | 16 months to 24 months: Children become active participants in addressing their own self-care needs with the support of the caregiver. |
| EXPECTATION | PDH.4.1.1.1. | Feeds self with assistance |

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| | | <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods |
| EXPECTATION | PDH.4.1.1.2. | Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says “milk” when thirsty <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings |
| EXPECTATION | PDH.4.1.1.4. | Attempts to brush teeth with support <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.LDC. | Language Development, Communication, & Literacy |
| LEARNING STANDARD / DISCIPLINE | LDC.1. | Social Communication |
| DESCRIPTOR / CONTENT DISCIPLINE | LDC.1.1. | Children demonstrate the ability to engage with and maintain communication with others. |
| STANDARD | LDC.1.1.1. | 16 months to 24 months: Children increase their capacity for complex interactions as they use a greater number of words and actions, in addition to better understanding the rules of conversational turn-taking. |
| EXPECTATION | LDC.1.1.1.1. | Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate |
| EXPECTATION | LDC.1.1.1.2. | Initiates and engages in social interaction with simple words and actions <u>Progress Monitoring Skills</u> |

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| | | <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | LDC.1.1.1.3. | <p>Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | LDC.1.1.1.4. | <p>Pays attention to the person communicating for a brief period of time</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
| EXPECTATION | LDC.1.1.1.5. | <p>Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.LDC. | Language Development, Communication, & Literacy |
| LEARNING STANDARD / DISCIPLINE | LDC.2. | Receptive Communication |

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| DESCRIPTOR / CONTENT DISCIPLINE | LDC.2.1. | Children demonstrate the ability to comprehend both verbal and nonverbal communication. |
| STANDARD | LDC.2.1.1. | 16 months to 24 months: Children begin to demonstrate a complex understanding of meaning in words, facial expressions, gestures, and pictures. |
| EXPECTATION | LDC.2.1.1.1. | <p>Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p> |
| EXPECTATION | LDC.2.1.1.2. | <p>Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> |
| EXPECTATION | LDC.2.1.1.3. | <p>Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.LDC. | Language Development, Communication, & Literacy |
| LEARNING STANDARD / DISCIPLINE | LDC.3. | Expressive Communication |
| DESCRIPTOR / CONTENT DISCIPLINE | LDC.3.1. | Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression. |
| STANDARD | LDC.3.1.1. | 16 months to 24 months: Children continue to experiment with language and expand their vocabulary as they begin to speak in two-word utterances. |
| EXPECTATION | LDC.3.1.1.1. | <p>Uses more words than gestures when speaking</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language:</p> |

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| | | Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate |
| EXPECTATION | LDC.3.1.1.2. | Repeats overheard words <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words |
| EXPECTATION | LDC.3.1.1.3. | Has a vocabulary of approximately 80 words <u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate |
| EXPECTATION | LDC.3.1.1.4. | Begins to use telegraphic speech, consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping” <u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.LDC. | Language Development, Communication, & Literacy |
| LEARNING STANDARD / DISCIPLINE | LDC.4. | Early Literacy |
| DESCRIPTOR / CONTENT DISCIPLINE | LDC.4.1. | Children demonstrate interest in and comprehension of printed materials. |
| STANDARD | LDC.4.1.1. | 16 months to 24 months: Children begin to demonstrate an understanding of printed words and materials. |
| EXPECTATION | LDC.4.1.1.1. | Turns the pages of a board book, one by one <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment |
| EXPECTATION | LDC.4.1.1.2. | Points to familiar pictures and actions in books <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: |

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| | | <p>Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p> <p>Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p> <p>Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p> |
| EXPECTATION | LDC.4.1.1.3. | <p>Repeats familiar words in a book when being read to</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p> |
| EXPECTATION | LDC.4.1.1.4. | <p>Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> |
| EXPECTATION | LDC.4.1.1.5. | <p>Randomly scribbles</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p> |
| EXPECTATION | LDC.4.1.1.6. | <p>Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> |

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| | | <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.1. | Concept Development |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.1.1. | Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships. |
| STANDARD | CD.1.1.1. | 16 months to 24 months: Children begin to understand object representation and begin to use verbal and nonverbal communication with object use. |
| EXPECTATION | CD.1.1.1.1. | <p>Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |

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| EXPECTATION | CD.1.1.1.2. | <p>Begins to identify and name objects and people</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> |
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| EXPECTATION | CD.1.1.1.3. | <p>Uses an object to represent another during play, e.g., uses block as a phone</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |
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| EXPECTATION | CD.1.1.1.4. | <p>Begins to identify characteristics of the object, e.g., "red ball"</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes</p> |
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| | | <p>relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
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| EXPECTATION | CD.1.1.1.5. | <p>With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.2. | Memory |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.2.1. | Children demonstrate the ability to acquire, store, recall, and apply past experiences. |
| STANDARD | CD.2.1.1. | 16 months to 24 months: Children recognize and anticipate the series of steps in familiar activities. |
| EXPECTATION | CD.2.1.1.1. | <p>Remembers several steps in familiar routines and carries out these routines with little or no prompting</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring</p> |

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| | | <p>Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p> |
| EXPECTATION | CD.2.1.1.2. | <p>Recalls an event in the past, e.g., a special visitor, or a friend's birthday party</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p> |
| EXPECTATION | CD.2.1.1.3. | <p>Searches for objects in different places</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.3. | Spatial Relationships |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.3.1. | Children demonstrate an awareness of how objects and people move and fit in space. |
| STANDARD | CD.3.1.1. | 16 months to 24 months: Children have a clearer sense of size and direction and use this knowledge to expand their understanding of how objects move and fit in relationship to each other. |
| EXPECTATION | CD.3.1.1.1. | <p>Understands words that characterize size, e.g., big, small</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> |
| EXPECTATION | CD.3.1.1.2. | <p>Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
| EXPECTATION | CD.3.1.1.3. | <p>Recognizes the proper direction of objects, e.g., will turn over an upside-down cup</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes</p> |

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| | | and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.4. | Symbolic Thought |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.4.1. | Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation. |
| STANDARD | CD.4.1.1. | 16 months to 24 months: Children demonstrate the beginning of symbolic thinking as they start to label objects in everyday life. Children also use more complex social interactions and engage in imaginary play to make sense of the world around them. |
| EXPECTATION | CD.4.1.1.1. | Pretends one object is really another by using substitution, e.g., a napkin for a baby's diaper <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose |

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| EXPECTATION | CD.4.1.1.2. | Finds objects after they are hidden in close proximity <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance |
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| EXPECTATION | CD.4.1.1.3. | Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose |
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| EXPECTATION | CD.4.1.1.4. | Identifies or names his or her drawings, e.g., points to scribble and says, "mama and dada" <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
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| LEARNING STANDARD / DISCIPLINE | CD.5. | Creative Expression |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.5.1. | Children demonstrate the ability to convey ideas and emotions through creative expression. |
| STANDARD | CD.5.1.1. | 16 months to 24 months: Children continue to show increasing ability as they engage with their caregiver(s) in music, movement, building, and play activities. |
| EXPECTATION | CD.5.1.1.1. | <p>Imitates basic movements during an activity, e.g., places beanbag on head</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> |
| EXPECTATION | CD.5.1.1.2. | <p>Engages in more intricate pretend play, e.g., uses a toy banana as a phone</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |
| EXPECTATION | CD.5.1.1.3. | <p>Enjoys using instruments while listening to music</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 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> |
| EXPECTATION | CD.5.1.1.6. | <p>Creates artwork; focuses and enjoys the process rather than the final product</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> |
| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.6. | Logic & Reasoning |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.6.1. | Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world. |

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| STANDARD | CD.6.1.1. | 16 months to 24 months: Children understand how purposeful and select actions can affect different objects and people. Children also begin to connect objects and ideas based on repetition and experience. |
| EXPECTATION | CD.6.1.1.1. | Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects |

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| EXPECTATION | CD.6.1.1.3. | Understands functionality of objects, e.g., mop is used to clean the floor <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects |
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| EXPECTATION | CD.6.1.1.4. | Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.7. | Quantity & Numbers |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.7.1. | Children demonstrate awareness of quantity, counting, and numeric competencies. |
| STANDARD | CD.7.1.1. | 16 months to 24 months: Children recognize various quantities of objects and people, and begin to accurately match number words to the correct amount. |
| EXPECTATION | CD.7.1.1.1. | Communicates amount of familiar objects, e.g., sees two apples and says, “two” <u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes |

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| | | relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance |
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| EXPECTATION | CD.7.1.1.2. | <p>Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> |
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| EXPECTATION | CD.7.1.1.3. | <p>Begins to use “one,” “two,” and “three” to identify very small quantities without counting them</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.8. | Science Concepts & Exploration |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.8.1. | Children demonstrate a basic awareness of and use scientific concepts. |
| STANDARD | CD.8.1.1. | 16 months to 24 months: Children begin to use experimentation to interact and engage with their environment in different ways. In addition, a new, distinct interest in living things emerges. |
| EXPECTATION | CD.8.1.1.2. | <p>Begins simple categorizing, e.g., cats and dogs are animals</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> |

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| EXPECTATION | CD.8.1.1.4. | <p>Attempts new tasks during familiar activities, e.g., plays at the water table and instead of using hands, and tries to use head to make the water move</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.CD. | Cognitive Development |
| LEARNING STANDARD / DISCIPLINE | CD.9. | Safety & Well-Being |
| DESCRIPTOR / CONTENT DISCIPLINE | CD.9.1. | Children demonstrate the emerging ability to recognize risky situations and respond accordingly. |
| STANDARD | CD.9.1.1. | 16 months to 24 months: Children begin to build a basic understanding of their physical limits and unsafe situations. Children are still motivated to interact and explore the environment with little regard to risks, and continue to rely on caregiver(s) to help manage their impulses. |
| EXPECTATION | CD.9.1.1.2. | <p>Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> |

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| EXPECTATION | CD.9.1.1.3. | <p>Seeks comfort when fearful</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> |
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| EXPECTATION | CD.9.1.1.4. | <p>Imitates adults' actions during play, e.g., tells baby doll "no touch" when walking by the pretend stove</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.AL. | Approaches to Learning |
| LEARNING STANDARD / DISCIPLINE | AL.1. | Curiosity & Initiative |
| DESCRIPTOR / CONTENT DISCIPLINE | AL.1.1. | Children demonstrate interest and eagerness in learning about their world. |
| STANDARD | AL.1.1.1. | 16 months to 24 months: Children become increasingly curious about new experiences and activities that include peers and adults; they begin to interact and seek involvement with others. |
| EXPECTATION | AL.1.1.1.1. | <p>Demonstrates an interest in new activities and a willingness to try out new experiences</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |

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| EXPECTATION | AL.1.1.1.2. | <p>Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> |
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| EXPECTATION | AL.1.1.1.3. | <p>Initiates play with others, e.g., a grandparent, sibling, or teacher</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> |
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| | | <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> |
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| EXPECTATION | AL.1.1.1.4. | <p>Experiments with different ways to use materials and objects</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.AL. | Approaches to Learning |
| LEARNING STANDARD / DISCIPLINE | AL.2. | Problem Solving |
| DESCRIPTOR / CONTENT DISCIPLINE | AL.2.1. | Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges. |
| STANDARD | AL.2.1.1. | 16 months to 24 months: Children have an enhanced capacity to solve challenges they encounter through the use of objects and imitation. Children may take on a more autonomous role during this stage, yet, reach out to caregiver(s) in most instances. |
| EXPECTATION | AL.2.1.1.2. | <p>Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring</p> |

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| | | <p>Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| EXPECTATION | AL.2.1.1.3. | <p>Uses objects in the environment to solve problems, e.g., use a pail to move numerous books to the other side of the room</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| EXPECTATION | AL.2.1.1.4. | <p>Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.AL. | Approaches to Learning |
| LEARNING STANDARD / DISCIPLINE | AL.3. | Confidence & Risk-Taking |
| DESCRIPTOR / CONTENT DISCIPLINE | AL.3.1. | Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking. |
| STANDARD | AL.3.1.1. | 16 months to 24 months: Children increase their confidence in the context of a secure relationship, and begin to engage in more complex tasks and seek out new situations. |
| EXPECTATION | AL.3.1.1.1. | Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing |

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| | | <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
| EXPECTATION | AL.3.1.1.3. | <p>Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
| EXPECTATION | AL.3.1.1.4. | <p>Joins in a new activity after cautiously observing at first</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring</p> |

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| | | <p>Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.AL. | Approaches to Learning |
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| LEARNING STANDARD / DISCIPLINE | AL.4. | Persistence, Effort, & Attentiveness |
| DESCRIPTOR / CONTENT DISCIPLINE | AL.4.1. | Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through. |
| STANDARD | AL.4.1.1. | 16 months to 24 months: Children increase their ability to remain focused on goal-oriented tasks. At this stage, persistence is evidenced by the process the child engages in to discover how to accomplish the goal, instead of by the end result. |
| EXPECTATION | AL.4.1.1.1. | <p>Focuses for longer periods of time on activities</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p> |
| EXPECTATION | AL.4.1.1.2. | <p>Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> |
| EXPECTATION | AL.4.1.1.3. | <p>Repeats experiences he or she enjoys, e.g., says “more” after reading his or her favorite book</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials</p> |

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| | | <p>read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> |
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| EXPECTATION | AL.4.1.1.4. | <p>Demonstrates a preference for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> |
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| STATE GOAL / DISCIPLINARY CONCEPT | IL.EC2.AL. | Approaches to Learning |
| LEARNING STANDARD / DISCIPLINE | AL.5. | Creativity, Inventiveness, & Imagination |
| DESCRIPTOR / CONTENT DISCIPLINE | AL.5.1. | Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world. |
| STANDARD | AL.5.1.1. | 16 months to 24 months: Children begin to expand how they use creativity, imagination, and inventiveness through the use of symbolic representation in play. |
| EXPECTATION | AL.5.1.1.1. | Pretends one object is really another by using substitution, e.g., using a toy car to brush hair |

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| | | <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose |
| EXPECTATION | AL.5.1.1.2. | Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose |
| EXPECTATION | AL.5.1.1.3. | Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour “tea” into it <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults |
| EXPECTATION | AL.5.1.1.4. | Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props |