



Curriculum Alignment with

Illinois Early Learning Guidelines

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

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.SR.	SELF-REGULATION
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.	21 months to 36 months: Children begin to independently manage functions of feeding, sleeping, waking, and eliminating with some support from their caregiver(s). Children can now manage and begin to discriminate internal and external stimuli.
EXPECTATION	SR.1.1.1.1.	Calms down in order to sit and read a book with a caregiver <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
EXPECTATION	SR.1.1.1.2.	Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
EXPECTATION	SR.1.1.1.3.	Recognizes patterns throughout the day, e.g., grab a pillow and blanket after lunch, when it is nap time <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
EXPECTATION	SR.1.1.1.4.	Communicates needs more thoroughly, e.g., "I am hungry"

		<u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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EXPECTATION	SR.1.1.1.5.	Manages overstimulation in a more organized manner, e.g., disengages, walks away <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: While children still need support from a caregiver, they are able to better manage their emotions and can sustain regulation as they begin to discriminate which skills and strategies to apply in different situations.
EXPECTATION	SR.2.1.1.1.	Communicates wants and needs verbally, e.g. “pick me up” <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

EXPECTATION	SR.2.1.1.2.	Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a “shot” <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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EXPECTATION	SR.2.1.1.3.	Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXPECTATION	SR.2.1.1.4.	Expresses emotions through the use of play <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
EXPECTATION	SR.2.1.1.5.	Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to attend to, engage in, and transition between multiple activities or interactions at a time. Children also have an increased internal capacity to discriminate and strategize while focusing and attending, and can remain focused for longer periods of time.
EXPECTATION	SR.3.1.1.1.	Attention expands and stays focused on an activity or object even when distractions are present <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

EXPECTATION	SR.3.1.1.4.	<p>Wait time increases, e.g., participates in turn-taking activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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EXPECTATION	SR.3.1.1.5.	<p>Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children demonstrate some limited self-control over their behavior without adult intervention or prompting. Children have knowledge of a wide range of expected behaviors and can manage some of those expectations. Children also have an increased capacity to recognize when they need their caregiver to help regulate instead of relying on their own self-regulation strategies.
EXPECTATION	SR.4.1.1.1.	Increases the use of private speech in everyday play and interactions

		<p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXPECTATION	SR.4.1.1.2.	<p>Increasingly reacts appropriately to adults' facial expressions, tone, and affect, before acting on an impulse</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXPECTATION	SR.4.1.1.3.	<p>Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver's hand when crossing the street</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXPECTATION	SR.4.1.1.5.	<p>Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	SR.4.1.1.6.	<p>Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children demonstrate a desire for their attachment figure to share in their feelings, responses, and experiences. Behaviors that demonstrate a need for physical proximity with the primary caregiver decrease, while in certain instances of distress, some children seek to be close to their attachment figure.
EXPECTATION	SED.1.1.1.2.	<p>Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

EXPECTATION	SED.1.1.1.3.	<p>Communicates thoughts, feelings, and plans to familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
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		2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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EXPECTATION	SED.1.1.1.5.	<p>Separates with assistance from attachment figure with minimal anxiety</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to convey and express emotions through the use of nonverbal and verbal communication. Children also begin to apply learned strategies from their caregiver(s) to better regulate these emotions.
EXPECTATION	SED.2.1.1.1.	<p>Attempts to use words to describe feelings and names emotions</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

EXPECTATION	SED.2.1.1.2.	<p>Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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		2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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EXPECTATION	SED.2.1.1.3.	<p>Begins to express complex emotions such as pride, embarrassment, shame, and guilt</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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EXPECTATION	SED.2.1.1.4.	<p>Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children interact with adults to communicate ideas, share feelings, and solve problems. Children also actively explore adult roles and tasks.
EXPECTATION	SED.3.1.1.1.	<p>Imitates adult roles and activities through pretend play, e.g., go grocery shopping, or prepare a meal</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	SED.3.1.1.2.	Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together

		<u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations
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EXPECTATION	SED.3.1.1.3.	Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to identify and discuss their connections to other people and things. Children can also identify their feelings and interests and communicate them to others.
EXPECTATION	SED.4.1.1.1.	Names people in his/her family and shares stories about them <u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)

EXPECTATION	SED.4.1.1.3.	Incorporates roles of family members in play <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play
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		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	SED.4.1.1.4.	<p>Begins to show an interest in describing physical characteristics, e.g., "I have blue eyes"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
EXPECTATION	SED.4.1.1.5.	<p>Demonstrates preferences, e.g., "I want the green cup"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
EXPECTATION	SED.4.1.1.6.	<p>Communicates feelings, e.g., may say "I'm sad," or stomps feet when mad</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children engage and maintain interactions with their peers, through the use of developing social and play skills.
EXPECTATION	SED.5.1.1.1.	<p>Demonstrates a preference toward select peers</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	SED.5.1.1.2.	<p>Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
EXPECTATION	SED.5.1.1.3.	<p>Participates in sharing, when prompted</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	SED.5.1.1.4.	<p>Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and</p>

		<p>learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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EXPECTATION	SED.5.1.1.5.	<p>Begins to engage in more complex play with two or three children</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to exhibit an understanding that other people have feelings different from their own.
EXPECTATION	SED.6.1.1.1.	<p>Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

EXPECTATION	SED.6.1.1.2.	<p>Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	SED.6.1.1.3.	<p>Shares in and shows an emotional response for peers' feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PHD.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PHD.1.1.1.	21 months to 36 months: Children begin to master more complex movements as coordination of different types of muscles continues to develop.
EXPECTATION	PHD.1.1.1.1.	<p>Stands on one foot with support and maintains balance for a brief period of time</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	PHD.1.1.1.2.	<p>Jumps forward a few inches; jumps from slightly elevated surface onto the ground</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
EXPECTATION	PHD.1.1.1.4.	<p>Throws a ball</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>

		3.2 Shows purpose and coordination when interacting with people and objects
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EXPECTATION	PHD.1.1.1.5.	<p>Walks on tiptoes, walks backward, and runs</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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EXPECTATION	PHD.1.1.1.6.	<p>Pedals a tricycle with both feet</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PHD.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PHD.2.1.1.	21 months to 36 months: Children effectively coordinate their small muscles to manipulate a wide array of objects, toys, and materials in different ways.
EXPECTATION	PHD.2.1.1.1.	<p>Begins to use more complicated hand movements, e.g., uses eating utensils independently, and stacks blocks</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p>

		Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
EXPECTATION	PHD.2.1.1.2.	<p>Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, and puts socks and shoes on</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
EXPECTATION	PHD.2.1.1.3.	<p>Scribbles with intent and begins to draw circles and lines on own</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
EXPECTATION	PHD.2.1.1.4.	<p>Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PHD.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PHD.3.1.1.	21 months to 36 months: Children begin to process sensory information in a more efficient manner and use the information to modify behavior while interacting with the environment.
EXPECTATION	PHD.3.1.1.1.	<p>Imitates familiar adults when coloring; draws lines and/or circles</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
EXPECTATION	PHD.3.1.1.3.	Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when

		<p>holding a pretend tea cup</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.PHD.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PHD.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PHD.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PHD.4.1.1.	21 months to 36 months: Children attempt to attend to their self-care needs independently with less support from their caregivers.
EXPECTATION	PHD.4.1.1.1.	<p>Undresses independently but still needs assistance with dressing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>

EXPECTATION	PHD.4.1.1.2.	<p>Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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EXPECTATION	PHD.4.1.1.3.	<p>Makes choices pertaining to dressing and eating</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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EXPECTATION	PHD.4.1.1.4.	<p>Uses nonverbal and/or verbal communication to specify needs</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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EXPECTATION	PHD.4.1.1.6.	<p>Attempts to put on shoes and socks without help</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children maintain social interactions through the pattern of turn-taking, and are able to build upon ideas and thoughts conveyed.
EXPECTATION	LDC.1.1.1.1.	<p>Responds verbally to an adult's questions or comments</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>

EXPECTATION	LDC.1.1.1.2.	<p>Begins to make formal requests or responses based on his or her context and culture</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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EXPECTATION	LDC.1.1.1.3.	<p>Uses repetition to maintain the conversation and obtain responses from familiar others</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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EXPECTATION	LDC.1.1.1.4.	<p>Communicates related ideas when in interactions with others</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXPECTATION	LDC.1.1.1.5.	<p>Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple “Wh” questions like “Why?” or “What’s that?”</p>
EXPECTATION	LDC.1.1.1.6.	<p>Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple “Wh” questions like “Why?” or “What’s that?” 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	21 months to 36 months: Children continue to expand their comprehension across a variety of contexts through the use of words, actions, and symbols.
EXPECTATION	LDC.2.1.1.2.	<p>Comprehends compound statements and can follow multi-step directions</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
EXPECTATION	LDC.2.1.1.3.	<p>Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	LDC.2.1.1.4.	<p>Understands simple sentences or directions with prepositions, e.g., "Put cup in sink"</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
EXPECTATION	LDC.2.1.1.5.	<p>Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

		<p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children communicate about present themes and begin to combine a few words into mini-sentences to express needs and wants.
EXPECTATION	LDC.3.1.1.1.	<p>Speaks in three-word utterances, e.g., "I want ball"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

EXPECTATION	LDC.3.1.1.2.	<p>Begins to use pronouns and prepositions, e.g., "He took my toy" and "on the table"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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EXPECTATION	LDC.3.1.1.3.	<p>Makes mistakes, which signal that he or she is working out complex grammar rules</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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EXPECTATION	LDC.3.1.1.5.	<p>Uses simple sentences, e.g., "I want the yellow cup"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
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EXPECTATION	LDC.3.1.1.6.	Has a vocabulary of more than 300 words <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children engage others in literacy activities, and have an increased awareness and understanding of the variety of different types of print found in their environment.
EXPECTATION	LDC.4.1.1.1.	Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

EXPECTATION	LDC.4.1.1.2.	Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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EXPECTATION	LDC.4.1.1.3.	Recites parts of a book from memory <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
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EXPECTATION	LDC.4.1.1.4.	Scribbles in a more orderly fashion and begins to name what he or she has drawn <u>Progress Monitoring Skills</u>
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		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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EXPECTATION	LDC.4.1.1.5.	<p>Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to demonstrate the ability to classify objects based on common characteristics, and begin to apply knowledge of simple concepts to new situations.

EXPECTATION	CD.1.1.1.2.	<p>Begins to arrange objects in a line, e.g., lines up toy cars, one after the other</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
EXPECTATION	CD.1.1.1.3.	<p>Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	CD.1.1.1.4.	<p>Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
EXPECTATION	CD.1.1.1.5.	<p>Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
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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.	21 months to 36 months: Children anticipate the steps in experiences and activities, and understand the sequence of events. They may also remember and recall past events and translate knowledge of past experiences to new experiences.
EXPECTATION	CD.2.1.1.2.	<p>Carries out routines independently without being reminded what comes next in the daily routine.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	CD.2.1.1.3.	<p>Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend's birthday party</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	CD.2.1.1.4.	<p>Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children can better predict how objects and people will fit and move in relationship to each other. Children have knowledge of object properties and apply this knowledge without having to rely on physical trial and error.
EXPECTATION	CD.3.1.1.1.	<p>Uses words and gestures to describe size of objects</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p>

		Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
EXPECTATION	CD.3.1.1.2.	<p>Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	CD.3.1.1.3.	<p>Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
EXPECTATION	CD.3.1.1.4.	<p>Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children use their ability to label and think symbolically to engage in increasingly complex social interactions, exploration, and play. Children use these skills to recreate experiences, problem-solve, and explore relationships and roles.
EXPECTATION	CD.4.1.1.1.	<p>Assigns roles to peers while engaged in imaginary play</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

		<p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	CD.4.1.1.3.	<p>Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes”</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	CD.4.1.1.4.	<p>Projects feelings and words onto stuffed animals, e.g., “The horse is sad”</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	CD.4.1.1.5.	<p>Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.CD.	Cognitive Development
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.	21 months to 36 months: Children initiate and engage in music, movement, building, and play activities to interact with others and express ideas, feelings, and emotions.
EXPECTATION	CD.5.1.1.1.	<p>Selects movements that reflect mood, e.g., jumps up and down when excited</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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EXPECTATION	CD.5.1.1.4.	<p>Uses imaginary play to cope with fears, e.g., puts monster in a closet</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION	CD.5.1.1.5.	<p>Plays dress-up and invites caregiver(s) to play along</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.
STANDARD	CD.6.1.1.	21 months to 36 months: Children have a greater understanding of causation and can predict and choose specific actions to attain a desired result. Children also begin to apply past experiences and knowledge to form ideas.
EXPECTATION	CD.6.1.1.1.	<p>Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		31.5 Demonstrates understanding of cause and effect in the physical and social environment
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EXPECTATION	CD.6.1.1.3.	<p>Applies past experiences to new situations</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children use language to demonstrate a basic understanding of number representation and quantity identification.
EXPECTATION	CD.7.1.1.2.	<p>Begins to count objects; may count objects twice and/or skip numbers</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>

EXPECTATION	CD.7.1.1.3.	<p>Begins to identify quantity comparison, e.g., “Which group has more blocks?”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
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EXPECTATION	CD.7.1.1.4.	<p>Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
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EXPECTATION	CD.7.1.1.5.	<p>Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children use their communication skills to indicate interests in observations, experiences, and engagement with the world around them. Children actively experiment with their environment to make new discoveries happen.
EXPECTATION	CD.8.1.1.1.	<p>Begins to identify characteristics of animals, e.g., “The dog barks”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

EXPECTATION	CD.8.1.1.2.	<p>Identifies various attributes of objects, food, and materials, e.g., color, shapes, size</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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EXPECTATION	CD.8.1.1.3.	<p>Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions 2 Year Olds: 46- Uses prior knowledge to build new knowledge:</p>
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		Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
EXPECTATION	CD.8.1.1.4.	<p>Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children will begin to demonstrate a limited ability to internalize what caregiver(s) communicates in relation to safety, rules, and well-being. Children continue to act upon impulses but begin to develop strategies to protect themselves in uncertain and potentially unsafe situations.
EXPECTATION	CD.9.1.1.1.	<p>Pays attention to safety rules but still needs supervision to keep self-safe</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION	CD.9.1.1.2.	<p>Communicates to an adult if something is wrong, e.g., a peer is hurt or missing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION	CD.9.1.1.3.	<p>Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress</p>

		<p>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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EXPECTATION	CD.9.1.1.4.	<p>Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children demonstrate initiative by participating and maintaining engagement in novel experiences. Children use observation, communication, and inquiry to make sense of these experiences.
EXPECTATION	AL.1.1.1.2.	<p>Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial</p>

		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
EXPECTATION	AL.1.1.1.3.	<p>Asks questions while interacting with others, e.g., “why,” what,” “how”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	AL.1.1.1.4.	<p>Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children begin to discriminate which solutions work, with fewer trials. Children increasingly become more autonomous and will attempt to first overcome obstacles on their own or with limited support from caregiver(s).
EXPECTATION	AL.2.1.1.2.	<p>Begins to solve problems with less trial and error</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
EXPECTATION	AL.2.1.1.3.	<p>Refuses assistance, e.g., calls for help but then pushes a hand away</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains</p>

		<p>focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION	AL.2.1.1.5.	<p>Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children use their confidence to begin taking emotional risks in addition to physical risks, with support from their caregiver(s).
EXPECTATION	AL.3.1.1.2.	<p>Demonstrates eagerness and determination when problem solving during new tasks, e.g., the child who pushes the caregiver's hand away and refuses help until he or she is ready to ask for it</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.AL.	Approaches to Learning
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.	21 months to 36 months: Children can attend to tasks for longer periods of time, and their ability to persist in increasingly difficult tasks increases. In addition, children are now able to attend to more than one event in their environment; this skill enables them to stay focused even when there are distractions.
EXPECTATION	AL.4.1.1.2.	<p>Attempts to try a difficult task for an increasing amount of time</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

EXPECTATION	AL.4.1.1.4.	<p>• Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC3.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.	21 months to 36 months: Children incorporate their use of creativity, inventiveness, and imagination in a more complex manner while they play, communicate, and problem solve.
EXPECTATION	AL.5.1.1.1.	<p>Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXPECTATION	AL.5.1.1.2.	<p>Takes on familiar roles during play, e.g., cooks in the pretend kitchen</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	AL.5.1.1.3.	<p>Expresses inventive ideas to peers while playing; becomes directive, e.g., "You will be the police officer and you have to wear this."</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXPECTATION	AL.5.1.1.4.	<p>Creates an art project and creates a simple story to accompany the artwork</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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