



Curriculum Alignment with

Kansas Early Learning Standards

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

STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Engagement and Attention
INDICATOR / PROFICIENCY LEVEL	ATL.t.1:	<p>Begins to maintain focus, despite distractions, during brief delays in task.</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: 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>
INDICATOR / PROFICIENCY LEVEL	ATL.t.2:	<p>Plays side-by-side with another child, at times observing, imitating or engaging child in play.</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
INDICATOR / PROFICIENCY LEVEL	ATL.t.3:	<p>Continues to play when a caregiver leaves the area.</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		PERSISTENCE AND ENGAGEMENT IN LEARNING: Persistence
INDICATOR / PROFICIENCY LEVEL	ATL.t.4:	<p>Engages in self-initiated activities for a sustained period of time.</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</p>

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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INDICATOR / PROFICIENCY LEVEL	ATL.t.5:	<p>Returns to an activity after being distracted.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		INITIATIVE: Curiosity and Initiative
INDICATOR / PROFICIENCY LEVEL	ATL.t.7:	<p>Expresses preferences for familiar people, books, toys and activities; often insists on some choices.</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>

STANDARD	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
BENCHMARK		INITIATIVE: Sense of Competence
INDICATOR / PROFICIENCY LEVEL	ATL.t.9:	<p>Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

INDICATOR / PROFICIENCY LEVEL	ATL.t.11:	<p>Feels comfortable in a variety of places with familiar adults.</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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STANDARD BENCHMARK	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
INDICATOR / PROFICIENCY LEVEL	ATL.t.12:	<p>CREATIVITY: Problem Solving</p> <p>Seeks alternate method when first attempt fails and/or seeks adult assistance.</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>

INDICATOR / PROFICIENCY LEVEL	ATL.t.13:	<p>Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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INDICATOR / PROFICIENCY LEVEL	ATL.t.14:	<p>Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.</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>
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STANDARD BENCHMARK	KS.ATL.t.	APPROACHES TO LEARNING – Toddler: “t” (By 36 months)
INDICATOR / PROFICIENCY LEVEL	ATL.t.15:	<p>CREATIVITY: Creativity and Flexibility</p> <p>Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).</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
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INDICATOR / PROFICIENCY LEVEL	ATL.t.16:	May change behavior based on previous learning. <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
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STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		LARGE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.t.1:	Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up). <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

INDICATOR / PROFICIENCY LEVEL	PHD.t.2:	Catches a ball with both hands. <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
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INDICATOR / PROFICIENCY LEVEL	PHD.t.3:	Begins to run. <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
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		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
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STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		FINE MOTOR SKILLS
INDICATOR / PROFICIENCY LEVEL	PHD.t.4:	Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper). <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.

STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		PHYSICAL FITNESS
INDICATOR / PROFICIENCY LEVEL	PHD.t.5:	Participates in active physical play (e.g., runs, uses playground equipment). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules

STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		NUTRITION/HEALTHY EATING
INDICATOR / PROFICIENCY LEVEL	PHD.t.6:	Makes simple food choices and has food preferences, demonstrates a willingness to try new foods. <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		PERSONAL HYGIENE
INDICATOR / PROFICIENCY LEVEL	PHD.t.7:	Washes hands and face with assistance. <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

STANDARD	KS.PHD.t.	PHYSICAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK		SAFETY
INDICATOR / PROFICIENCY LEVEL	PHD.t.10:	Alerts adults to potential harmful situations. <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
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community.
INDICATOR	SED.CD.t.1:	<p>Interacts with familiar adults to communicate about experiences, ideas or to solve problems.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>

INDICATOR	SED.CD.t.2:	<p>Feels comfortable in a variety of places with familiar adults.</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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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.CD.	CHARACTER DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		FOUNDATIONS OF CHARACTER DEVELOPMENT: Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture.
INDICATOR	SED.CD.t.3:	<p>Begins to more easily separate from caregiver.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals.
INDICATOR	SED.R.t.1:	<p>Demonstrates increasing capacity to manage actions and emotional expressions with guidance from 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>

STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Organize personal time and managing personal responsibilities effectively.
INDICATOR	SED.R.t.2:	<p>Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others’ culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.R.	RESPONSIBLE DECISION MAKING AND PROBLEM SOLVING
INDICATOR / PROFICIENCY LEVEL		Play a developmentally appropriate role in classroom management and school governance.
INDICATOR	SED.R.t.3:	<p>Feels comfortable in a variety of places with familiar adults nearby.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

INDICATOR	SED.R.t.4:	<p>Continues to play when familiar adult leaves area..</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Understand and analyze thoughts and emotions.
INDICATOR	SED.PD.t.1:	<p>Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).</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</p>

STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-AWARENESS: Identify and assess personal qualities and external supports.
INDICATOR	SED.PD.t.2:	<p>Shows awareness of self as belonging to one or more groups.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p>

INDICATOR	SED.PD.t.3:	<p>Identifies own feelings, needs and interests.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 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: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and</p>
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		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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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Understand and practice strategies for managing thoughts and behaviors.
INDICATOR	SED.PD.t.4:	Anticipates the need for comfort and tries to prepare for changes in routine. <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

INDICATOR	SED.PD.t.5:	Seeks close proximity to familiar adults for security and support, especially when distressed. <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
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.PD.	PERSONAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SELF-MANAGEMENT: Reflect on perspectives and emotional responses.
INDICATOR	SED.PD.t.6:	Demonstrates increasing awareness of others’ feelings. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SED.PD.t.7:	May respond to peer’s distress by doing something to make him/her feel better (e.g., say “hug” to crying peer; offer peer their blanket or toy). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT

INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of the thoughts, feelings and perspective of others.
INDICATOR	SED.SD.t.1:	Begins to identify own feelings, needs and interests and show awareness that others have feelings. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SED.SD.t.2:	Responds in caring ways to another's distress in some situations. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		SOCIAL AWARENESS: Demonstrate awareness of cultural issues and a respect for human dignity and differences.
INDICATOR	SED.SD.t.4:	Uses previous learning to inform new experiences with people and objects in their environment. <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

STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate communication and social skills to interact effectively.
INDICATOR	SED.SD.t.5:	Plays side-by-side with another child, at times observing, imitating or engaging child in play. <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>focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Develop and maintain positive relationships.
INDICATOR	SED.SD.t.6:	<p>Seeks out trusted adult for comfort or support.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

INDICATOR	SED.SD.t.7:	<p>Shows interest in unfamiliar adults with support from familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD	KS.SED.t.	SOCIAL AND EMOTIONAL DEVELOPMENT – Toddler: “t” (By 36 months)
BENCHMARK	SED.SD.	SOCIAL DEVELOPMENT
INDICATOR / PROFICIENCY LEVEL		INTERPERSONAL SKILLS: Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.
INDICATOR	SED.SD.t.8:	<p>Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from 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>

INDICATOR	SED.SD.t.9:	<p>Seeks adult assistance when encountering a problem.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p>
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		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>
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STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Craft and Structure
INDICATOR	CL.L.t.3:	<p>Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.L.	LITERATURE
INDICATOR / PROFICIENCY LEVEL		Range of Reading and Level of Text Complexity
INDICATOR	CL.L.t.6:	<p>Engages in reading activities with an adult and possibly one or two peers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>

STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
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BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Print Concepts
INDICATOR	CL.F.t.1:	<p>Holds book right side up to look at pictures.</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: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

INDICATOR	CL.F.t.2:	<p>Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).</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: 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</p>
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STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.F.	FOUNDATIONAL SKILLS
INDICATOR / PROFICIENCY LEVEL		Phonological Awareness
INDICATOR	CL.F.t.4:	<p>Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes
INDICATOR	CL.W.t.2:	<p>Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).</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>

		<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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STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.W.	WRITING
INDICATOR / PROFICIENCY LEVEL		Research to Build and Present Knowledge
INDICATOR	CL.W.t.3:	<p>Participates in conversations about past events.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration
INDICATOR	CL.SL.t.1:	In a conversation with a peer or caregiver:
INDICATOR	CL.SL.t.1a:	<p>Answers simple questions and begins to ask questions using inflection and intonation.</p> <p><u>Progress Monitoring Skills</u></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: 8.4 Participates in new experiences and seeks adult support when problems arise</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: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

INDICATOR	CL.SL.t.1b:	<p>Sustains a conversation with two or more turns.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <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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		<p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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STANDARD	KS.CL.t.	COMMUNICATIONS AND LITERACY – Toddler: “t” (By 36 months)
BENCHMARK	CL.SL.	SPEAKING AND LISTENING
INDICATOR / PROFICIENCY LEVEL		Presentation of Knowledge and Ideas
INDICATOR	CL.SL.t.4:	<p>Uses words to label actions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

INDICATOR	CL.SL.t.5:	<p>Expresses wants and needs, likes and dislikes.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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INDICATOR	CL.SL.t.6:	<p>Speaks so that familiar listeners are able to understand ideas, feeling and need.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 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: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Know number names and the count sequence

INDICATOR	M.CC.t.1:	Verbally counts in sequence to 3. <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
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STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Count to tell the number of objects
INDICATOR	M.CC.t.2:	Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”). <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

STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.CC.	COUNTING AND CARDINALITY
INDICATOR / PROFICIENCY LEVEL		Compare Numbers
INDICATOR	M.CC.t.4:	Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other). <u>Progress Monitoring Skills</u> 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

STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.OA.	OPERATIONS AND ALGEBRAIC THINKING
INDICATOR / PROFICIENCY LEVEL		Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
INDICATOR	M.OA.t.1:	Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”). <u>Progress Monitoring Skills</u> 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

STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.MD.	MEASUREMENT AND DATA
INDICATOR / PROFICIENCY LEVEL		Classify objects and count the number of objects in each category

INDICATOR	M.MD.t.2:	<p>Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non-red items in another).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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INDICATOR	M.MD.t.3:	<p>Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).</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 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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STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Identify and Describe Shapes
INDICATOR	M.G.t.1:	<p>Demonstrates an understanding of simple location/position words (e.g., under, in, out).</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>

INDICATOR	M.G.t.2:	<p>Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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STANDARD	KS.M.t.	MATHEMATICS – Toddler “t” (By 36 months)
BENCHMARK	M.G.	GEOMETRY
INDICATOR / PROFICIENCY LEVEL		Analyze, compare, create and compose shapes
INDICATOR	M.G.t.3:	<p>Manipulates shapes to place in a form board or simple puzzle.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		<p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		MOTION AND STABILITY: FORCES AND INTERACTIONS
INDICATOR / PROFICIENCY LEVEL	S.t.1:	<p>Demonstrates an understanding of basic cause and effect.</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: 31.5 Demonstrates understanding of cause and effect in the physical and social environment</p>

INDICATOR / PROFICIENCY LEVEL	S.t.2:	<p>Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).</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: 31.5 Demonstrates understanding of cause and effect in the physical and social environment</p>
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STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES
INDICATOR / PROFICIENCY LEVEL	S.t.3:	<p>Names familiar objects, animals, body parts (e.g., arm, hand, arm).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

INDICATOR / PROFICIENCY LEVEL	S.t.4:	<p>Begins to identify traits of living things (e.g., the sound a duck makes).</p> <p><u>Progress Monitoring Skills</u></p> <p>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>
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INDICATOR / PROFICIENCY LEVEL	S.t.5:	<p>Demonstrates an understanding that people and animals need food and water to live.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care</p>
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		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
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STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		EARTH’S SYSTEMS
INDICATOR / PROFICIENCY LEVEL	S.t.6:	Beginning to identify weather occurrences (e.g., sun, rain, snow). <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather

STANDARD	KS.S.t.	SCIENCE – Toddler: “t” (By 36 months)
BENCHMARK		EARTH AND HUMAN ACTIVITY
INDICATOR / PROFICIENCY LEVEL	S.t.8:	Enacts animals’ activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild. <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

STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		GOVERNMENT
INDICATOR / PROFICIENCY LEVEL	SS.t.1:	Identifies family members by name. <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)

STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		ECONOMICS
INDICATOR / PROFICIENCY LEVEL	SS.t.2:	Shares with others and takes turns with adult guidance. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes

		and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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STANDARD	KS.SS.t.	SOCIAL STUDIES – Toddler: “t” (By 36 months)
BENCHMARK		KANSAS, UNITED STATES AND WORLD HISTORY
INDICATOR / PROFICIENCY LEVEL	SS.t.4:	Identifies routines and common occurrences in his/her life. <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

INDICATOR / PROFICIENCY LEVEL	SS.t.5:	Recognizes the start and end of an event (e.g., clapping at the end of a song). <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
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.1:	Physical:
INDICATOR	CA.t.1a:	Moves head, arms, legs, knees, elbows, fingers, toes in isolation. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities

INDICATOR	CA.t.1b:	Walks, runs, jumps. <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 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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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.2:	Responding:
INDICATOR	CA.t.2a:	When asked, moves forward, backwards, up and, down.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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INDICATOR	CA.t.2b:	Begins to balance on one foot. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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INDICATOR	CA.t.2c:	Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.3:	Creating:
INDICATOR	CA.t.3a:	Stops and starts with music cues. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities

INDICATOR	CA.t.3b:	Improvises movement to fast and slow music. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		DANCE
INDICATOR / PROFICIENCY LEVEL	CA.t.4:	Understanding:
INDICATOR	CA.t.4a:	Stops and starts with music cues. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities

INDICATOR	CA.t.4b:	Improvises movement to fast and slow music. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC

INDICATOR / PROFICIENCY LEVEL	CA.t.5:	Physical:
INDICATOR	CA.t.5a:	<p>Begins to verbalize words to simple songs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.6:	Responding:
INDICATOR	CA.t.6a:	<p>Responds to tempos presented in a variety of ways: physically, verbally, with instruments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.7:	Creating:
INDICATOR	CA.t.7a:	<p>Follows simple rhythmic patterns with musical instruments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

INDICATOR	CA.t.7b:	<p>Explores simple music concepts: tempo, music scale-up to 5 note scale.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		MUSIC
INDICATOR / PROFICIENCY LEVEL	CA.t.8:	Understanding:
INDICATOR	CA.t.8a:	<p>Follows and tracks various types of music through movement, facial expressions, verbalize.</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>

		2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	CA.t.8b:	Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		ACTING / THEATER
INDICATOR / PROFICIENCY LEVEL	CA.t.9:	Physical:
INDICATOR	CA.t.9a:	Beginning to follow more complex directions. <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

INDICATOR	CA.t.9b:	Initiates conversation. <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
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INDICATOR	CA.t.9c:	Asks questions to understand order of world’s story. <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
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.10:	Responding:
INDICATOR	CA.t.10a:	Participates in acting out nursery rhymes, finger plays, songs (e.g., Jack Be Nimble, Jack in the Box). <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
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INDICATOR	CA.t.10b:	Recreates plot of familiar stories or movies. <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
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.11:	Creating:
INDICATOR	CA.t.11a:	Talks in play situations. <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

INDICATOR	CA.t.11b:	Moves inanimate objects (e.g., toy characters) in a play situation. <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
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INDICATOR	CA.t.11c:	Changes voice, emotion, body in play situations. <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
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INDICATOR	CA.t.11.d:	Likes to wear costumes to pretend to be other than self. <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
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
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BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.12:	Understanding:
INDICATOR	CA.t.12a:	<p>Participates in acting out nursery rhymes, finger plays, songs (e.g., Jack Be Nimble, Jack in the Box).</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>

INDICATOR	CA.t.12b:	<p>Recreates plot of familiar stories or movies.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.13:	Physical:
INDICATOR	CA.t.13a:	<p>Grips paint brush, crayons, pipette, spray bottle.</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.</p>

INDICATOR	CA.t.13b:	<p>Makes random and disordered scribbles.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.14:	Responding:
INDICATOR	CA.t.14a:	<p>Explores variety of art media: painting, gluing, printing, finger-painting, clay, etc.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>

		<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: 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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INDICATOR	CA.t.14b:	<p>Shows control of paint, brushes, markers, etc.</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: 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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STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.15:	Creating:
INDICATOR	CA.t.15b:	<p>Demonstrates self-expression with art materials.</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>

STANDARD	KS.CA.t.	CREATIVE ARTS – Toddler: “t” (By 36 months)
BENCHMARK		VISUAL ARTS
INDICATOR / PROFICIENCY LEVEL	CA.t.16:	Understanding:
INDICATOR	CA.t.16a:	<p>Explores and manipulates sensory materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and</p>

		communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
INDICATOR	CA.t.16b:	<p>Demonstrates self-expression with art materials.</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: 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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