



Curriculum Alignment with

Louisiana's Early Learning Guidelines and Program Standards

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

STRAND	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
TITLE		INITIATIVE AND CURIOSITY
PERFORMANCE EXPECTATION	AL.1.	Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.
INDICATOR	AL.1.2.2.	<p>Demonstrate a willingness to try new activities and experiences. (2.2)</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	AL.1.2.3.	<p>Actively explore the environment. (2.3)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
INDICATOR	AL.1.2.4.	<p>Demonstrate increasing interest and independence in completing simple tasks.(2.4)</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</p>

		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
INDICATOR	AL.1.2.5.	Insistent about preferences and may say “no” to adult. (2.5) <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences
STRAND	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
TITLE		ATTENTION, ENGAGEMENT, AND PERSISTENCE
PERFORMANCE EXPECTATION	AL.2.	Demonstrate attention, engagement, and persistence in learning.
INDICATOR	AL.2.2.1.	Actively engage with people, objects, or activities in the environment for longer length of time. (2.1) <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
INDICATOR	AL.2.2.2.	Maintain attention to complete a short, simple task with adult support. (2.2) <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
INDICATOR	AL.2.2.3.	Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3) <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

STRAND	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
TITLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
PERFORMANCE EXPECTATION	AL.3.	Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.
INDICATOR	AL.3.2.1.	<p>Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment 2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects</p>
INDICATOR	AL.3.2.2.	<p>Repeat behaviors to produce desired effect. (2.2)</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>
INDICATOR	AL.3.2.3.	<p>Observe and imitate others' when trying to carry out new tasks or actions. (2.3)</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: 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	AL.3.2.4.	<p>Apply new action or strategy to solve problem. (2.4)</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>
INDICATOR	AL.3.2.6.	<p>Ask others for help if needed. (2.6)</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</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
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STRAND	LA.AL.2.	APPROACHES TO LEARNING (Older Toddlers)
TITLE		SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING
PERFORMANCE EXPECTATION	AL.4.	Demonstrate creative thinking when using materials, solving problems, and/or learning new information.
INDICATOR	AL.4.2.1.	Use objects, art materials and toys in new and unexpected ways. (2.1) <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

INDICATOR	AL.4.2.2.	Ask what, how, and why questions to seek information. (2.2) <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?"
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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.1.	Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.
INDICATOR	CC.1.2.1.	Move and dance to favorite songs and music. (2.1) <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	CC.1.2.2.	Participate in familiar songs and finger plays. (2.2) <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
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INDICATOR	CC.1.2.3.	Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)
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		<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
INDICATOR	CC.1.2.4.	Respond to changes in tone and melody. (2.4) <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	CC.1.2.5.	Move their bodies creatively. (2.5) <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	CC.1.2.6.	Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6) <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
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.2.	Develop an appreciation for visual arts from different culture and create various forms of visual arts.
INDICATOR	CC.2.2.1.	Choose to participate in various forms of art activities. (2.1) <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
INDICATOR	CC.2.2.2.	Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2) <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

INDICATOR	CC.2.2.3.	Use a variety of tools and materials to create art. (2.3) <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
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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		CREATIVE THINKING AND EXPRESSION (CC)
PERFORMANCE EXPECTATION	CC.3.	Explore roles and experiences through dramatic art and play.
INDICATOR	CC.3.2.2.	Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2) <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

INDICATOR	CC.3.2.3.	Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3) <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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INDICATOR	CC.3.2.4.	Use one object to represent another object. (2.4) <u>Progress Monitoring Skills</u> 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
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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.1.	Understand numbers, ways of representing numbers, and relationships between number and quantities.
INDICATOR	CM.1.2.1.	Recite the number list to count to 6. (2.1) <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

INDICATOR	CM.1.2.2.	With prompting and support, count up to 3 and then backwards from 3. (2.2)
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		<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
INDICATOR	CM.1.2.3.	Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3) <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
INDICATOR	CM.1.2.6.	Identify one or two written numerals when named. (2.6) <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
INDICATOR	CM.1.2.7.	Can match one or two written numerals with the correct amount of objects. (2.7) <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
INDICATOR	CM.1.2.8.	Understand the concepts of “more,” “all” or “none”. (2.8) <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
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.2.	Understand basic patterns, concepts, and operations.
INDICATOR	CM.2.2.1.	Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1) <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)
INDICATOR	CM.2.2.3.	<p>Group/sort 3 to 4 objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</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>
INDICATOR	CM.2.2.4.	<p>Participate in activities that combine and separate groups/sets of objects. (2.4)</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>
INDICATOR	CM.2.2.5.	<p>Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (2.5)</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: 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 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>
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.3.	Understand attributes and relative properties of objects as related to size, capacity, and area.
INDICATOR	CM.3.2.1.	Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)

		<u>Progress Monitoring Skills</u> 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)
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		MATHEMATICS (CM)
PERFORMANCE EXPECTATION	CM.4.	Understand shapes, their properties, and how objects are related to one another in space.
INDICATOR	CM.4.2.1.	Recognize at least two basic shapes. (2.1) <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)
INDICATOR	CM.4.2.2.	Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2) <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)
INDICATOR	CM.4.2.3.	Solve simple puzzles that require two pieces to fit together. (2.3) <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
INDICATOR	CM.4.2.4.	Participate in creating simple shapes using objects or other materials. (2.4) <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)
INDICATOR	CM.4.2.5.	Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between). (2.5)

		<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.
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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.1.	Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).
INDICATOR	CS.1.2.1.	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1) <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
INDICATOR	CS.1.2.3.	Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3) <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)
INDICATOR	CS.1.2.4.	Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4) <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment 2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
INDICATOR	CS.1.2.6.	Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)

		<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: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</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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INDICATOR	CS.1.2.7.	<p>Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)</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: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	CS.1.2.8.	<p>Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)</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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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.2.	Acquire scientific knowledge related to physical science (properties of objects and materials).
INDICATOR	CS.2.2.5.	<p>Explore different ways balls, toys and other objects move. (2.5)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)</p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>

STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.3.	Acquire scientific knowledge related to life science (properties of living things).

INDICATOR	CS.3.2.1.	<p>With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</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>
INDICATOR	CS.3.2.2.	<p>Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</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>
INDICATOR	CS.3.2.3.	<p>Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</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>
INDICATOR	CS.3.2.4.	<p>Follow adults' guidance on how to act appropriately when near living things. (2.4)</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>
INDICATOR	CS.3.2.5.	<p>Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</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>
INDICATOR	CS.3.2.6.	<p>Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 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>
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SCIENCE (CS)
PERFORMANCE EXPECTATION	CS.4.	Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).
INDICATOR	CS.4.2.1.	Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)

		<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
INDICATOR	CS.4.2.2.	Point to types of clothing needed for current seasonal weather conditions. (2.2) <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
INDICATOR	CS.4.2.3.	Talk about the current weather conditions. (2.3) <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
INDICATOR	CS.4.2.4.	Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4) <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)
INDICATOR	CS.4.2.5.	Identify the sky's different characteristics during night and day. (2.5) <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)
STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.1.	Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.
INDICATOR	CSS.1.2.1.	Respond to changes in routines or schedules (may be a positive or negative response). (2.1) <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 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

INDICATOR	CSS.1.2.3.	<p>Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)</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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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.2.	Describe people, events, and symbols of the past and present.
INDICATOR	CSS.2.2.1.	<p>Name immediate family members, caregivers and peers. (2.1)</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>

INDICATOR	CSS.2.2.2.	<p>Point out family members, caregivers and peers in a picture. (2.2)</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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INDICATOR	CSS.2.2.3.	<p>Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</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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INDICATOR	CSS.2.2.5.	<p>Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5)</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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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SOCIAL STUDIES (CSS)

PERFORMANCE EXPECTATION	CSS.4.	Demonstrate awareness of culture and other characteristics of groups of people.
INDICATOR	CSS.4.2.1.	Participate in rhymes and music from various cultures. (2.1) <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)

STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.5.	Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.
INDICATOR	CSS.5.2.1.	With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1) <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	CSS.5.2.2.	Follow rules with adult support. (2.2) <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
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INDICATOR	CSS.5.2.3.	Accept redirection from adult. (2.3) <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
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INDICATOR	CSS.5.2.4.	Identify simple rules. (2.4)
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates 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
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INDICATOR	CSS.5.2.5.	Identify various familiar workers in the community (e.g., doctor, nurse). (2.5) <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
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STRAND	LA.C.2.	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (Older Toddlers)
TITLE		SOCIAL STUDIES (CSS)
PERFORMANCE EXPECTATION	CSS.6.	Demonstrate an awareness of basic economic concepts.
INDICATOR	CSS.6.2.2.	Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2) <u>Progress Monitoring Skills</u> 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

INDICATOR	CSS.6.2.3.	Indicate wants and needs through words and gestures. (2.3) <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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STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		SPEAKING AND LISTENING
PERFORMANCE EXPECTATION	LL.1.	Comprehend or understand and use language.
INDICATOR	LL.1.2.1.	Identify some body parts when asked. (2.1) <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs

INDICATOR	LL.1.2.2.	<p>Understand simple questions such as, “Where is your blanket?” (2.2)</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>
INDICATOR	LL.1.2.3.	<p>Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
INDICATOR	LL.1.2.4.	<p>Use short phrases combined with gestures and intonation to communicate. (2.4)</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</p>
INDICATOR	LL.1.2.5.	<p>Ask “what’s that?” questions repeatedly. (2.5)</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>
INDICATOR	LL.1.2.6.	<p>Engage in short conversations with others. (2.6)</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:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
INDICATOR	LL.1.2.7.	<p>Understand a pause in the conversation is a signal to take a turn. (2.7)</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: 20.4 Can be understood by familiar peers and adults most of the time 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</p>
INDICATOR	LL.1.2.8.	<p>Share experiences using simple 2-3 word combinations. (2.8)</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</p>
INDICATOR	LL.1.2.9.	<p>Repeat phrases or key words to simple rhymes and fingerplays. (2.9)</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>
INDICATOR	LL.1.2.10.	<p>Imitate words and actions to simple rhymes and fingerplays. (2.10)</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>
INDICATOR	LL.1.2.11.	<p>Combine two to three words to make phrases, simple sentences or to ask questions, such as "Where Mommy?" (2.11)</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</p>

		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?"
INDICATOR	LL.1.2.12.	Is easily understood by family and familiar adults. (2.12) <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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs
STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		LANGUAGE
PERFORMANCE EXPECTATION	LL.2.	Comprehend and use increasingly complex and varied vocabulary.
INDICATOR	LL.2.2.2.	Sing and act out motions using a variety of positional words. (2.2) <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
INDICATOR	LL.2.2.4.	Use pronouns "me", "you", and "I". (2.4) <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 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
INDICATOR	LL.2.2.5.	Use name of self and of other people. (2.5) <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)
INDICATOR	LL.2.2.6.	Name some objects or people in books. (2.6) <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and

		<p>words used in books and songs</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: 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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INDICATOR	LL.2.2.7.	<p>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</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: 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: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		READING: LITERATURE AND INFORMATION IN PRINT
PERFORMANCE EXPECTATION	LL.3.	Develop an interest in books and their characteristics.
INDICATOR	LL.3.2.2.	<p>Rotate book to get picture right side up. (2.2)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

INDICATOR	LL.3.2.3.	<p>Hold a book and looks at one page at a time. (2.3)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 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>
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		<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>
INDICATOR	LL.3.2.4.	<p>Pretends to read. (2.4)</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: 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>
STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		READING: LITERATURE AND INFORMATION IN PRINT
PERFORMANCE EXPECTATION	LL.4.	Comprehend stories and information from books and other print materials.
INDICATOR	LL.4.2.1.	<p>Answer simple questions about pictures that go with print read aloud. (2.1)</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>
INDICATOR	LL.4.2.2.	<p>Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</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: 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>
INDICATOR	LL.4.2.3.	<p>Make up stories while turning pages of book. (2.3)</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</p>

		<p>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>
INDICATOR	LL.4.2.6.	<p>Is attentive when an adult explains a new word or introduces a new concept. (2.6)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</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	LL.4.2.7.	<p>Point to the picture on a page and ask, "What's that?" (2.7)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</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: 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>
INDICATOR	LL.4.2.8.	<p>Look at a picture or illustration and describe what is happening (e.g., "Boy running"). (2.8)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</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: 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>
STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		READING: FOUNDATIONAL SKILLS
PERFORMANCE EXPECTATION	LL.5.	Demonstrate understanding of the organization and basic features of print.
INDICATOR	LL.5.2.1.	<p>Rotate book to get picture right side up. (2.1)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		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
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INDICATOR	LL.5.2.4.	Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4) <u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
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INDICATOR	LL.5.2.5.	Associate symbols or pictures with objects or places in the environment. (2.5) <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 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: 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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STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		READING: FOUNDATIONAL SKILLS
PERFORMANCE EXPECTATION	LL.6.	Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
INDICATOR	LL.6.2.1.	Participate in group rhymes and songs using words. (2.1) <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

INDICATOR	LL.6.2.5.	Repeat familiar words. (2.5) <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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		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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INDICATOR	LL.6.2.6.	<p>Use words combined with gestures and intonations to communicate. (2.6)</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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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STRAND	LA.LL.2.	LANGUAGE AND LITERACY DEVELOPMENT (Older Toddlers)
TITLE		WRITING
PERFORMANCE EXPECTATION	LL.7.	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
INDICATOR	LL.7.2.1.	<p>Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</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: 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>

INDICATOR	LL.7.2.3.	<p>Scribble with intent to represent something observed and/or convey a message. (2.3)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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INDICATOR	LL.7.2.5.	<p>Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</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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STRAND	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.1.	Develop large muscle control and coordinate movements in their upper and/or lower body.
INDICATOR	PM.1.2.1.	<p>Combine and coordinate arm and leg movements when engaged in active play. (2.1)</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>

INDICATOR	PM.1.2.2.	<p>Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)</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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STRAND	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.2.	Develop small muscle control and coordination.

INDICATOR	PM.2.2.1.	<p>Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</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: 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: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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INDICATOR	PM.2.2.2.	<p>Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</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>
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STRAND	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
TITLE		MOTOR SKILLS AND PHYSICAL FITNESS
PERFORMANCE EXPECTATION	PM.3.	Participate in a variety of physical activities to enhance strength and stamina.
INDICATOR	PM.3.2.1.	<p>Participate in a variety of indoor and outdoor play activities. (2.1)</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</p>

INDICATOR	PM.3.2.2.	<p>Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)</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: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STRAND	LA.PM.2.	PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT (Older Toddlers)
TITLE		HEALTH AND HYGIENE
PERFORMANCE EXPECTATION	PM.4.	Develop appropriate health and hygiene skills.
INDICATOR	PM.4.2.1.	<p>Identify a variety of healthy foods. (2.1)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

INDICATOR	PM.4.2.2.	<p>Eat a variety of healthy foods. (2.2)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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INDICATOR	PM.4.2.3.	<p>Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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STRAND	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
TITLE		SOCIAL RELATIONSHIPS
PERFORMANCE EXPECTATION	SE.1.	Develop healthy relationships and interactions with peers and adults.
INDICATOR	SE.1.2.1.	<p>Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)</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>
INDICATOR	SE.1.2.2.	Make connection between choice and consequence that follows. (2.2)

		<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 Initiates and participates in the daily routines and classroom rituals
INDICATOR	SE.1.2.4.	Engage in social play alongside other children and, on occasion, with other children. (2.4) <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: 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
INDICATOR	SE.1.2.6.	Show affection for adults that care for him/her on a regular basis. (2.6) <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	SE.1.2.7.	Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7) <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	SE.1.2.8.	Interact more regularly with one or two familiar children. (2.8) <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress

		<p>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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STRAND	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
TITLE		SELF-CONCEPT AND SELF-EFFICACY
PERFORMANCE EXPECTATION	SE.2.	Develop positive self-identify and sense of belonging.
INDICATOR	SE.2.2.1.	<p>Express own desires and preferences. (2.1)</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>

INDICATOR	SE.2.2.2.	<p>Identify self in photographs. (2.2)</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: 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: 16.1 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> <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: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>
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		Monitoring Skill: 37.3 Identifies similarities and differences between self and peers
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STRAND	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
TITLE		SELF-CONCEPT AND SELF-EFFICACY
PERFORMANCE EXPECTATION	SE.3.	Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.
INDICATOR	SE.3.2.1.	<p>Demonstrate confidence when completing familiar tasks. (2.1)</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	SE.3.2.3.	<p>Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully). (2.3)</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>
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INDICATOR	SE.3.2.4.	<p>Try new experiences with adult prompting and support. (2.4)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
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TITLE		SELF-REGULATION
PERFORMANCE EXPECTATION	SE.4.	Regulate own emotions and behavior.
INDICATOR	SE.4.2.1.	<p>Recognize feelings when named by an adult. (2.1)</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>
INDICATOR	SE.4.2.2.	<p>Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)</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</p>
INDICATOR	SE.4.2.3.	<p>Express more complex emotions through behaviors, facial expression and some words. (2.3)</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>
STRAND	LA.SE.2.	SOCIAL-EMOTIONAL DEVELOPMENT (Older Toddlers)
TITLE		SELF-REGULATION
PERFORMANCE EXPECTATION	SE.5.	Regulate attention, impulses, and behavior.
INDICATOR	SE.5.2.1.	<p>Show some understanding of simple rules and routines with adult support. (2.1)</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>
INDICATOR	SE.5.2.2.	<p>Accept some redirection from adults. (2.2)</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</p>

		and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders
INDICATOR	SE.5.2.3.	<p>Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</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> <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>