



Curriculum Alignment with

Massachusetts ECC Learning Standards and Curriculum Guidelines

Grade: **Ages 13 to 24 months** - Adopted: 2011

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED1.	The young toddler has positive relationships with several different adults, including educators and family members.
EXPECTATION	SED1.1.	<p>Greet educators when entering the room through either waving or walking over to the adult.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	SED1.2.	<p>Demonstrate feeling safe with significant adults by seeking them out in uncomfortable or dangerous situations.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	SED1.3.	<p>Only accept specific care (i.e. feeding) from specific adults.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	SED1.4.	<p>Appear uncertain when parents, caregiver or special educator leave the room.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines

STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED2.	The young toddler responds to directions from familiar adults.
EXPECTATION	SED2.1.	Follow simple (one step) directions from familiar adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddler (12-24 months)
INDICATOR	SED3.	The young toddler relates to adults through shared exploration of materials and environments.
EXPECTATION	SED3.1.	Show favored caregiver a creation on the easel. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

EXPECTATION	SED3.2.	Periodically check in with favored educator when playing alone or with peers. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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EXPECTATION	SED3.3.	Pull adults toward areas in the playground. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.

STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED4.	The older toddler demonstrates increasing comfort with most adults.
EXPECTATION	SED4.1.	<p>Ask for familiar adult by name.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXPECTATION	SED4.2.	<p>Initiate interactions with familiar and unfamiliar adults.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED5.	The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.”
EXPECTATION	SED5.1.	<p>Cry for familiar adult when facing a challenging situation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler relates to, trusts, and becomes attached to consistent educators.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED7.	The older toddler seeks adults for information and support in understanding things
EXPECTATION	SED7.1.	<p>Follow favored educator around.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXPECTATION	SED7.2.	<p>Ask adults “why” or “how” questions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED8.	The young toddler notices, relates to and engages with children around the same age.
EXPECTATION	SED8.1.	<p>Cry or become distressed if another toddler cries.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

EXPECTATION	SED8.2.	<p>Watch other children.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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EXPECTATION	SED8.3.	<p>Seek specific children for regular interactions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
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STRAND		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED9.	The young toddler is responsive to playing next to and with other children.
EXPECTATION	SED9.1.	<p>Watch a peer during play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	SED9.2.	<p>Imitate peer without actually interacting with them.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	SED9.3.	<p>Smile, laugh or talk to another child.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
EXPECTATION	SED9.4.	<p>Bring toys over to other child and offers the toy for play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays</p>

		<p>independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED10.	The older toddler becomes attached to people around their own age.
EXPECTATION	SED10.1.	<p>Seek certain children for play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	SED10.2.	<p>Notice when specific children are not around.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
EXPECTATION	SED10.3.	<p>Talk to other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	SED10.4.	<p>Raise voice to other children when seeking attention.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>

		Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED11.	The older toddler is responsive to other children.
EXPECTATION	SED11.1.	Observe and imitate play of others. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children

EXPECTATION	SED11.2.	Respond with laughter and “chatter” in interactions with other children. <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
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EXPECTATION	SED11.3.	Raise voice to other children when seeking attention. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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EXPECTATION	SED11.4.	May become aggressive in their play, pushing or hitting. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring
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		Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler notices and interacts with toddlers their own age.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED12.	The older toddler begins to develop increased “cooperative” play with peers.
EXPECTATION	SED12.1.	<p>Begin to engage in play that has a story line.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>

EXPECTATION	SED12.2.	<p>Begin to take on roles of familiar people, animals, or characters.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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EXPECTATION	SED12.3.	<p>With support, start to understand about taking turns.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	SED12.4.	<p>May express frustrations when playing with others.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED13.	The young toddler expresses a range of emotions, sometimes with intensity.

EXPECTATION	SED13.1.	<p>Experience intense feelings of sadness and jubilation when leaving and reuniting with parents.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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EXPECTATION	SED13.2.	<p>Name some emotions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED14.	The young toddler recognizes his/her own feelings.
EXPECTATION	SED14.1.	<p>Appear uneasy when approached by an unfamiliar person.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXPECTATION	SED14.2.	<p>Express themselves in different ways including verbally and physically.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	SED14.3.	<p>May go to favored educator when feeling strong emotions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>
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		Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED15.	The young toddler begins to express their likes and dislikes.
EXPECTATION	SED15.1.	Refuse to stop activity when liked. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED16.	The older toddler begins to label their feelings.
EXPECTATION	SED16.1.	Laugh and say "I am so happy today." <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

EXPECTATION	SED16.2.	Yell, "NO! That makes me mad!" <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler experiences and expresses a range of emotions.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED17.	The older toddler begins to demonstrate need to complete tasks on his/her own.
EXPECTATION	SED17.2.	Refuse help only to ask for it when they become frustrated. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED18.	The young toddler is developing the ability to control his/her emotions.
EXPECTATION	SED18.1.	Express themselves in different ways including verbally and physically. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

EXPECTATION	SED18.3.	With support, show more impulse control. <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)

INDICATOR	SED19.	The young toddler begins to develop strategies to manage his/her expression of feelings.
EXPECTATION	SED19.1.	Suck their thumb to soothe themselves. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

EXPECTATION	SED19.2.	Uses facial expressions and physical indicators (i.e. clenched fists) <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler progresses in regulating his own feelings and behavior.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED20.	The older toddler is refining their ability to self-regulate.
EXPECTATION	SED20.1.	Participate in enjoyable activities for longer periods of time. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

EXPECTATION	SED20.2.	Use words to negotiate play rather than hit or bite. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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EXPECTATION	SED20.3.	Verbally negotiates with adult around schedules or activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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EXPECTATION	SED20.4.	Show more impulse control. (i.e. stopping before he picks up an object he has been told not to touch). <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED22.	The young toddler recognizes her or himself as a person separate from his/her family or caregivers.
EXPECTATION	SED22.3.	Say "Me do it". <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others

FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.

STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED23.	The young toddler develops a sense of self confidence through their abilities and achievements.
EXPECTATION	SED23.1.	Demonstrate or show adult task or achievement. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support

EXPECTATION	SED23.2.	Seek specific objects and toys that they have used successfully in the past <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.YT.	Young Toddlers (12-24 months)
INDICATOR	SED24.	The young toddler develops self-worth through respectful and responsive interactions.
EXPECTATION	SED24.1.	Stay with and completes activity. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

EXPECTATION	SED24.2.	<p>Turn to adult for acknowledgement.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED25.	The older toddler identifies themselves and familiar people.
EXPECTATION	SED25.1.	<p>Name themselves in pictures.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

EXPECTATION	SED25.2.	<p>Point to teacher and say, "Jerilyn is my teacher."</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED26.	The older toddler develops a sense of community
EXPECTATION	SED26.2.	<p>Ask questions about people in the neighborhood.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her</p>

		community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED27.	The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.
EXPECTATION	SED27.1.	<p>Point out people who look different from the familiar people in their lives (i.e. a child in a wheelchair; a person with a different color skin; a person speaking a language they have not heard).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>

EXPECTATION	SED27.2.	<p>Begin to talk about holidays and family celebrations.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
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FOCUS / COURSE	MA.SED.	Social-Emotional Development Guidelines
STRAND		Learning Guideline: The toddler develops a positive sense of self.
STANDARD / CONCEPT / SKILL	SED.OT.	Older Toddlers (22-33 months)
INDICATOR	SED28.	The older toddler demonstrates awareness of behavior and its effects.
EXPECTATION	SED28.1.	<p>Experiment to see the effects of his actions on other people and on objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

EXPECTATION	SED28.2.	<p>Seem to understand what gets adult's attention.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress</p>
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		Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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EXPECTATION	SED28.3.	<p>Recognize that inappropriate behavior results in more directive action from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC28.	The younger toddler responds to action words by performing the action.
EXPECTATION	LC28.1.	<p>Attempt to skip or gallop when you sing "Skip to my Lou."</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

		<p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	LC28.2.	<p>Clap “hooray,” nod “yes,” shake his/her head “no,” or wave “bye-bye.”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).

STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC29.	The younger toddler understands educators' simple requests and statements referring to the present situation.
EXPECTATION	LC29.1.	Respond to simple, direct, conversational sentences, either verbally or by actions or gestures (e.g., point to body parts when asked, "Where is your nose?" or "Where is your belly button?") <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers

EXPECTATION	LC29.3.	Progress in listening to and understanding the English language while maintaining home language, when the two are not the same. <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC30.	The younger toddler listens to stories.
EXPECTATION	LC30.1.	Respond to caregiver when asked if s/he wants to listen to a story by smiling, gesturing, nodding or saying "yes". <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions

EXPECTATION	LC30.2.	Point to pictures in the book and may use simple words to identify objects such as "ball" or "cat". <u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC31.	The older toddler continues to understand many more words than they can speak.
EXPECTATION	LC31.1.	<p>Listen to books with educators for longer periods of time.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	LC31.2.	<p>Listen to short stories and react to funny parts by smiling or laughing.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	LC31.3.	<p>When asked “Do you want to sing the song Open/Shut Them?” they start to open and close their hands.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of</p>

		purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates understanding of spoken (or signed) language (receptive language).
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC32.	The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.
EXPECTATION	LC32.1.	Have a worried/nervous face when asked, "How do you feel about visiting the doctor tomorrow?" <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear

EXPECTATION	LC32.2.	Get a specific object when you ask for it (e.g., "Please pick up the car between the two shelves"). <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC33.	The younger toddler begins to use recognizable words.
EXPECTATION	LC33.1.	Point to an object and name it. <u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate

EXPECTATION	LC33.2.	Use baby words, or say words in her own way. <u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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EXPECTATION	LC33.3.	<p>Use one word or phrase to mean several different things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	LC33.4.	<p>Use a word as if it were a whole sentence.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC34.	The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.
EXPECTATION	LC34.1.	<p>Ask and answer simple questions about self and family using learned phrases and vocabulary.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

EXPECTATION	LC34.2.	<p>Move from naming familiar objects to using words heard in stories and from other experiences.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
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		12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment
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EXPECTATION	LC34.3.	<p>Ask, “When Daddy home?” “Go home afternoon?”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	LC34.4.	<p>Answer, “Mama buy food in market” when you ask, “Where is your Mommy?”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	LC34.5.	<p>Learn that asking questions is one way to keep the attention of educators.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC35.	The younger toddler becomes frustrated trying to express him/herself.
EXPECTATION	LC35.1.	<p>Stumble on which words to use because they don’t come out as fast as they want.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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EXPECTATION	LC35.2.	<p>Be uncertain on how to express what they mean.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops expressive language.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC36.	The older toddler communicates clearly enough to be understood by familiar and unfamiliar listeners.
EXPECTATION	LC36.1.	<p>Use two- five word sentences, “No more food for me” or “This toy, no share.”</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION	LC36.3.	<p>Use negatives (“no,” “not”) and questions to elicit more information (e.g., “why?” and “what?”).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	LC36.4.	<p>Use words or phrases to express wants, seek attention, protest, comment or offer greetings.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>
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		<p>Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC37.	The younger toddler uses sounds and words in social situations.
EXPECTATION	LC37.1.	<p>Create word sounds and point to a specific toy to let the educator know that s/he wants to play with something.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2</p>

		<p>Participates in rhyming activities</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
EXPECTATION	LC37.2.	<p>Say “yes” and “no” to let adults know what s/he wants.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	LC37.3.	<p>Talk into the play telephone.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	LC37.4.	<p>Make word sounds back to his/her educator, so they can have a conversation.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC38.	The younger toddler attends to and tries to take part in conversations.
EXPECTATION	LC38.1.	<p>Understand what others are talking about, and want to become involved.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of</p>

		purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions
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EXPECTATION	LC38.2.	<p>Learn that asking questions is one way to keep the attention of educators.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	LC38.3.	<p>At the end of this age range, begin to use the language they hear most frequently and repeat these words and phrases during pretend play. Might alternate using home language and English.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler engages in social communication.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC39.	The older toddler participates in conversations.
EXPECTATION	LC39.1.	<p>Enjoy asking “why” questions to keep a conversation alive.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION	LC39.2.	<p>Be able to converse with peers; these conversations become more focused.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	LC39.3.	<p>Use experiences, toys, books or pretend play to engage others in conversation.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
EXPECTATION	LC39.4.	<p>Recognize that a pause means it is their turn to talk.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	LC39.5.	<p>Use questions to get the attention of educator.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

EXPECTATION	LC39.6.	<p>Enjoy conversations at snack time or during play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	LC39.7.	<p>Talk to and for a puppet or doll.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC40.	The younger toddler uses vocalization and words for a variety of reasons.
EXPECTATION	LC40.2.	<p>Imitate environmental sounds during play (e.g., “ring, ring,” “the rooster goes cock-a-doodle-doo.”)</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	LC40.3.	<p>Imitate sounds and words.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness</p>

		(awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities
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EXPECTATION	LC40.4.	<p>Attempt to repeat rhymes and repetitive speech sounds.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates phonological awareness.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC41.	The older toddler develops an awareness of word sounds and rhythms of language.
EXPECTATION	LC41.1.	<p>Recite simple poems or nursery rhymes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

EXPECTATION	LC41.2.	<p>Fill in missing words in a rhyming pattern (such as “Willaby, Wallaby, Woo”).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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EXPECTATION	LC41.3.	<p>Make up their own nonsense words to familiar songs or rhymes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new</p>
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		<p>objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops grammar and syntax.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC42.	The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.
EXPECTATION	LC42.1.	<p>Describe a self-made drawing.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

EXPECTATION	LC42.3.	<p>Use simple questions in speech, but may not use correct grammar.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops grammar and syntax.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC43.	The older toddler moves from telegraphic speech to grammatical sentences.
EXPECTATION	LC43.3.	<p>Begin to use complete sentences in conversation with adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
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STRAND		Learning Guideline: The toddler engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC44.	The younger toddler shows motivation to read.
EXPECTATION	LC44.1.	<p>Pick out a favorite book and bring it to the educator.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>
EXPECTATION	LC44.2.	<p>Insist on reading a book repeatedly.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
EXPECTATION	LC44.3.	<p>Have a favorite book.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>
EXPECTATION	LC44.4.	<p>Interact with books by turning pages, pointing to pictures and details, imitating actions and sound effects – when encouraged by an adult.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>

		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
EXPECTATION	LC44.5.	<p>Pretend to read books.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
EXPECTATION	LC44.6.	<p>Ask educator to repeat favorite rhymes, finger plays or stories.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2</p>

		Participates in rhyming activities 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler engages in pre-reading activities.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC45.	The older toddler increases knowledge about books and how they are typically read.
EXPECTATION	LC45.1.	<p>Show a memory for parts of familiar stories, rhymes and songs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>

EXPECTATION	LC45.2.	<p>Use storybook language, forms and conventions (“Once there was... The end”) when telling stories.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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EXPECTATION	LC45.6.	<p>Act out part of a story with toys or props.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>
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		<p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	LC45.8.	<p>Seek out books that provide pictures and information related to an ongoing interest.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
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EXPECTATION	LC45.9.	<p>Hold a book right side up and turns pages from front to back.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler demonstrates interest and engagement in print literacy materials.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC47.	The older toddler demonstrates knowledge that a symbol can represent something else.
EXPECTATION	LC47.1.	<p>Recognize that a word can stand for an object, a name for a person, a picture for the real object.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p>

		<p>Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p> <p>Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p> <p>Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
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EXPECTATION	LC47.2.	<p>Ask what a sign says.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops emergent writing skills.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC48.	The younger toddler makes purposeful marks on paper.
EXPECTATION	LC48.1.	<p>Begin to develop eye-hand coordination.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

EXPECTATION	LC48.2.	<p>Manipulate materials with increasing precision (fitting blocks into shallow sorters, pushing buttons on a cell phone, turning pages of a book and picking up hard-to-grasp objects such as ice cubes and room-temperature cooked pasta).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p>
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		<p>Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
EXPECTATION	LC48.3.	<p>Explore with writing materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops emergent writing skills.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC49.	The older toddler understands writing is a way of communicating.
EXPECTATION	LC49.1.	<p>Use scribbles and unconventional shapes to convey messages.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
EXPECTATION	LC49.2.	<p>Ask you to write their name on a picture they made.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
EXPECTATION	LC49.3.	<p>Make a picture or “letter” as a gift.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

EXPECTATION	LC49.4.	<p>Be able to distinguish between writing words and drawing pictures.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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EXPECTATION	LC49.5.	<p>Begin to purposefully use symbols and drawings to express their thoughts or represent experiences or objects in their environments.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.YT.	Young Toddlers (12-24 months)
INDICATOR	LC50.	The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English.
EXPECTATION	LC50.1.	<p>Use their home language with educators and peers to express wants and needs as well as to initiate interaction.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

EXPECTATION	LC50.2.	<p>Babble English sounds or imitate single words or stock phrases.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal</p>
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		<p>play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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FOCUS / COURSE	MA.LC.	Language and Communication Guidelines
STRAND		Learning Guideline: The toddler develops multiple language acquisitions when considered a dual language learner.
STANDARD / CONCEPT / SKILL	LC.OT.	Older Toddlers (22-33 months)
INDICATOR	LC51.	The older toddler demonstrates competency in home language while acquiring proficiency in English.
EXPECTATION	LC51.1.	<p>Stop talking altogether to observe and listen what others are saying in the program's primary language. This is called the "Silent Period".</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>

EXPECTATION	LC51.3.	<p>Identify and name objects in the room.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD42.	The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.
EXPECTATION	CD42.1.	<p>Say, "dog," when the educator points to a dog in a picture book.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>

EXPECTATION	CD42.2.	<p>Sing some of the words to "Twinkle Twinkle Little Star," or another favorite song.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>
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		<p>Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	CD42.3.	<p>Announce or point to another child, "Your mommy is here," when that child's mother comes to pick her up.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD43.	The younger toddler follows routines and recalls the location of objects with assistance.
EXPECTATION	CD43.1.	<p>Go get a blanket when the educator points and says, "The baby is cold. Can you get his blanket?"</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>

EXPECTATION	CD43.2.	<p>Anticipate and participate in the routines leading up to nap time.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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EXPECTATION	CD43.3.	Return to get a treasured animal that he left earlier in the morning with reminding from educator. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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EXPECTATION	CD43.4.	Imitate an action or activity previously observed. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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EXPECTATION	CD43.5.	Act out a familiar routine in play, such as eating or sleeping. <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD44.	The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.
EXPECTATION	CD44.1.	Tell Mom/Dad at pick up about painting a picture at the easel that morning. <u>Progress Monitoring Skills</u> 12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

EXPECTATION	CD44.2.	Sing a favorite song while stringing beads. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1
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		<p>Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2</p> <p>Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1</p> <p>Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	CD44.3.	<p>Tell another child, "Gentle touches," after hearing an educator repeat this to child.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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EXPECTATION	CD44.4.	<p>Say, "Can't catch me," when educator pauses while reading The Gingerbread Man.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops increasing memory of past events and knowledge.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD45.	The older toddler improves memory for details; looks for favorite objects.
EXPECTATION	CD45.1.	<p>Act out cooking pasta on the stove in housekeeping after seeing parents do this at home (i.e., fill pot with water, put pot on stove, say, "hot").</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

EXPECTATION	CD45.2.	<p>Put puzzle back on correct shelf when it is time to clean up.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>
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EXPECTATION	CD45.3.	<p>Look behind a shelf when a favorite toy that was put on top of the shelf cannot be located.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge:</p>
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		Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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EXPECTATION	CD45.4.	Find a hat belonging to a particular child and give it to him. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD46.	The younger toddler repeats actions watching for results.
EXPECTATION	CD46.1.	Push the handle on the toilet repeatedly and watch the water flush away. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

EXPECTATION	CD46.2.	Turn light switch off and on repeatedly if it is reachable. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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EXPECTATION	CD46.3.	Put cars on the slide repeatedly and watch them roll to the bottom. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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EXPECTATION	CD46.4.	Drop balls in an inclined tube, watch them fall to the bottom, and then put them back at the top to repeat the action. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD47.	The younger toddler expects certain things to happen as a result of his actions.
EXPECTATION	CD47.2.	Push, turn and pull the knobs correctly on a busy box to make the animals pop up. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect:

		Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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EXPECTATION	CD47.3.	<p>Push another child away from the swing when he wants it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD48.	The older toddler demonstrates an awareness of the effects of certain actions.
EXPECTATION	CD48.1.	<p>Say, "She misses her mom," when a child cries after her parent leaves.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

EXPECTATION	CD48.2.	<p>Tell the educator, "Shhh," when he puts his doll to bed.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
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EXPECTATION	CD48.3.	<p>Say, "Watch out," when stacking blocks with another child.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler demonstrates an awareness that predictable things happen as a result of actions.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD49.	The older toddler begins to investigate the reasons why something unexpected happens.
EXPECTATION	CD49.1.	<p>Examine a toy carefully, turning it over and hitting it to discover why it does not work when the button is pushed.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

EXPECTATION	CD49.2.	<p>Look inside dress-up shoes, shaking them out, when she feels something inside.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD50.	The younger toddler persists with trial-and-error approaches to solve a problem.
EXPECTATION	CD50.1.	<p>Try to reach a ball under the bookshelf, and then get a toy broom to reach the ball.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXPECTATION	CD50.2.	<p>Try repeatedly to open a container, then hand it to an educator saying, "Open."</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	CD50.3.	<p>Try to walk up a ramp, but loses balance and falls; then crawls up ramp.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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		12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD51.	The younger toddler begins to understand through trial and error that certain behaviors can cause results.
EXPECTATION	CD51.1.	<p>Push the toy car across the floor and watch it hit the wall.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

EXPECTATION	CD51.2.	<p>Place simple shapes in a shape sorter and turn it over to get them out again.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	CD51.3.	<p>Look for a button to push on a toy when a similar toy worked with a push button.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)

INDICATOR	CD52.	The older toddler creates and carries out a plan for solving simple problems.
EXPECTATION	CD52.1.	<p>Ask another child for help in carrying a large stuffed dog that was too big to lift alone.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXPECTATION	CD52.2.	<p>Use a block to stand on to reach a toy on an upper shelf.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	CD52.3.	<p>Put a simple shape puzzle together without difficulty.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler experiments with a variety of problem-solving strategies.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD53.	The older toddler can choose a solution to a problem from more than one possibility.
EXPECTATION	CD53.1.	<p>Ask "Why?" questions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new</p>

		<p>objects, experiences, and people</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	CD53.2.	<p>Place rings on a stacking toy in the correct sequence.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD54.	The younger toddler shows interest in matching and sorting according to color, shape and size.
EXPECTATION	CD54.1.	<p>Put shapes in a shape sorter.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

EXPECTATION	CD54.3.	<p>Put away cars with other cars when given a container and asked to put cars in it.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns :</p>
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		<p>Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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EXPECTATION	CD54.4.	<p>Place large pegs in a pegboard.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
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EXPECTATION	CD54.5.	<p>Use a smaller container to fill a larger container with sand.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD55.	The younger toddler shows an awareness of quantity.
EXPECTATION	CD55.4.	<p>Count one to ten.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD56.	The younger toddler demonstrates an awareness of simple patterns.
EXPECTATION	CD56.1.	<p>Beat a drum, imitating the simple pattern the educator used.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>

EXPECTATION	CD56.2.	<p>Say the last words to a familiar predictable story (i.e. "...Looking at me!") when the educator reads Brown Bear, Brown Bear, What Do You See?</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD57.	The older toddler matches and sorts according to color, shape or size.
EXPECTATION	CD57.1.	<p>Line up toys, grouping the large items and the small items separately.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

EXPECTATION	CD57.2.	<p>Sort objects by shape, separating the circles from the triangles.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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EXPECTATION	CD57.3.	<p>Hand the educator the larger of two balls when asked for the big ball.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
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EXPECTATION	CD57.4.	Stack some of the nesting cups in order of size.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD58.	The older toddler shows an understanding of number concepts one, two, more and less.
EXPECTATION	CD58.3.	Take two crackers from the plate when the educator say, "You may have two crackers." <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler explores with materials and discovers mathematical concepts.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD59.	The older toddler recognizes and creates simple patterns.
EXPECTATION	CD59.1.	String beads in alternating colors to copy the educator's beads. <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error

EXPECTATION	CD59.2.	Point out patterns in the environment (i.e., After Emma's mother picks her up, says, "It's time to eat."). <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error
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EXPECTATION	CD59.3.	Walk on all of the black squares on a black and white tiled floor. <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns :
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		Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error
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EXPECTATION	CD59.4.	Clap hands and knees to imitate the educator's pattern. <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD60.	The younger toddler experiments with various wet and dry materials to discover their properties.
EXPECTATION	CD60.1.	Pour water into a sieve and watch it flow out. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

EXPECTATION	CD60.2.	Pack sand into a pail. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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EXPECTATION	CD60.3.	Push boats to the bottom of the water table and watch them bob up repeatedly. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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EXPECTATION	CD60.4.	Stir milk into the flour while making muffins for snack. <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD61.	The younger toddler discovers living things found in nature.
EXPECTATION	CD61.1.	Point out excitedly the birds that are outside the window. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD63.	The older toddler uses simple tools to continue exploration.
EXPECTATION	CD63.1.	Look through a magnifying glass to see bugs. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler develops early scientific skills through exploration and discovery.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD64.	The older toddler observes and identifies living things and begins to identify their basic needs.
EXPECTATION	CD64.1.	Visit the ducks at the local park and say, "They're swimming in the water!" <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

EXPECTATION	CD64.2.	Feed the fish with educator's help. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
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EXPECTATION	CD64.3.	Smell the flowers growing along a fence.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
EXPECTATION	CD64.4.	Identify some names for common flowers, birds and bugs. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD65.	The younger toddler responds to and participates in music, rhythm and songs.
EXPECTATION	CD65.1.	Sway, clap, stomp feet and vocalize to music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
EXPECTATION	CD65.2.	Explore and use musical instruments, especially those that can be hit or shaken to make sounds. <u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
EXPECTATION	CD65.3.	Observe and imitate hand movements to music and finger plays. <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music

		12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
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EXPECTATION	CD65.4.	<p>Join in singing parts of favorite songs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 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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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD66.	The younger toddler explores with sensory art materials and uses them to create visual effects.
EXPECTATION	CD66.1.	<p>Smear with finger paint, enjoy spreading glue and paint strokes with a paint brush.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

EXPECTATION	CD66.2.	<p>Scribble on paper with crayons and markers held in a fist grasp.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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EXPECTATION	CD66.3.	<p>Enjoy the process of creation but show little interest in the result.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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EXPECTATION	CD66.4.	<p>Attempt to draw self or other favorite things. Results may be unrecognizable to others.</p> <p><u>Progress Monitoring Skills</u></p>
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		12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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EXPECTATION	CD66.5.	Name a favorite color to use for painting or drawing. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD67.	The younger toddler begins to use pretend and dramatic play to act out familiar scenes.
EXPECTATION	CD67.1.	Use hats, bags and clothes for dress up. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words

EXPECTATION	CD67.2.	Use a toy cup to pretend to drink or talk on a play phone. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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EXPECTATION	CD67.4.	Imitate educator behavior such as wiping a table or feeding a baby. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD68.	The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.
EXPECTATION	CD68.1.	<p>Move and dance to music, displaying more balance; jump up and down to active music while clapping hands; sway back and forth from one foot to the other when listening to music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	CD68.2.	<p>Ask for favorite songs and dances by name.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>
EXPECTATION	CD68.3.	<p>Attempt to shake musical instruments to the beat of the music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	CD68.4.	<p>Join in singing all or part of favorite songs and nursery rhymes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>

		12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 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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EXPECTATION	CD68.5.	Enjoy hopping like a bunny as part of creative movement. <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD69.	The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.
EXPECTATION	CD69.1.	Enjoy experimenting with glue and paint, using a brush and broad strokes on large paper. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

EXPECTATION	CD69.2.	Tear paper in small pieces. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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EXPECTATION	CD69.4.	Draw marks on paper and say, "Look! A dog!" <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler discovers creative expression through music, drama, dance and art experiences.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD70.	The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.
EXPECTATION	CD70.1.	Use blocks or animals after a visit to a farm or zoo. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination

EXPECTATION	CD70.2.	Listen to a doll's "heartbeat" after a visit to the pediatrician.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
EXPECTATION	CD70.3.	Chat in an animated way on the play phone. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
EXPECTATION	CD70.4.	Join in others' pretend play games; call out instructions to engage other children in joining. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
EXPECTATION	CD70.5.	Talk to or for toys during play. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects
FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD71.	The younger toddler follows daily routines and anticipates upcoming routine activities.
EXPECTATION	CD71.1.	Sit at the table when the educator begins to get lunch ready. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
EXPECTATION	CD71.2.	Run to the door when told, "Let's get ready to go outside." <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

		<p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD72.	The younger toddler recalls recent events.
EXPECTATION	CD72.1.	<p>Say, "Nana house," after a visit a day or two before to a grandparent.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects</p>

FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD73.	The younger toddler is able to name self, body parts and significant people.
EXPECTATION	CD73.1.	<p>Point to self, family members and significant people in photos when asked.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

EXPECTATION	CD73.2.	<p>Name favorite friends.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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EXPECTATION	CD73.3.	<p>Greet the educator by name.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.YT.	Young Toddlers (12-24 months)
INDICATOR	CD74.	The younger toddler begins to recognize individual preferences and differences.
EXPECTATION	CD74.2.	<p>Select a favorite book to look at again and again.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

EXPECTATION	CD74.3.	<p>Run to the educator if a stranger enters the room.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD75.	The older toddler begins to explore and become aware of the immediate community.
EXPECTATION	CD75.3.	<p>Make pizza in the dramatic play area.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

EXPECTATION	CD75.4.	<p>Make siren sounds while pushing a police car.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and</p>
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		imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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EXPECTATION	CD75.5.	Pretend to be Mom or Dad while caring for a baby doll. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD76.	The older toddler begins to understand rules and routines.
EXPECTATION	CD76.1.	Remind others of the rules, saying, "Gentle touches," when one child is rough with another. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules

EXPECTATION	CD76.2.	Go to hang up coat when coming in from outside. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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EXPECTATION	CD76.3.	Get down from standing on a chair when reminded that she might fall and get hurt. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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FOCUS / COURSE	MA.CD.	Cognitive Development Guidelines
STRAND		Learning Guideline: The toddler begins to develop the foundations for social science.
STANDARD / CONCEPT / SKILL	CD.OT.	Older Toddlers (22-33 months)
INDICATOR	CD78.	The older toddler notices similarities and differences in others.
EXPECTATION	CD78.1.	<p>Comment when another child is wearing a shirt like his ("Look! That's like mine!").</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>

EXPECTATION	CD78.3.	<p>Touch another child's curly blonde hair with curiosity when her hair is black and straight.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW27.	The young toddler moves body, arms and legs with coordination.
EXPECTATION	PW27.1.	<p>Walk without help.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	PW27.2.	<p>Climb low objects (chairs, steps).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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EXPECTATION	PW27.5.	<p>Climb up steps on toddler slide and slide down.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW28.	The young toddler demonstrates large muscle balance, stability, control and coordination.
EXPECTATION	PW28.1.	<p>Push and pull toys while walking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	PW28.5.	<p>Walk on tiptoes.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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EXPECTATION	PW28.6.	<p>Push and pull toys while walking.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body</p>
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		<p>movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW29.	The young toddler moves body with purpose to achieve a goal.
EXPECTATION	PW29.2.	<p>Walk across the room to greet someone.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	PW29.3.	<p>Climb on a chair or something to reach toys or objects out of reach.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
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EXPECTATION	PW29.4.	<p>Try to pedal a tricycle.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW30.	The older toddler moves body, arms and legs with coordination.
EXPECTATION	PW30.1.	<p>Walk fast and well.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
EXPECTATION	PW30.2.	<p>Seldom falls.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
EXPECTATION	PW30.3.	<p>Stand and walk on tip toes.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
EXPECTATION	PW30.4.	<p>Walk backwards.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	PW30.6.	<p>Walk, run with control, climb well, throw a ball with aim.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW31.	The older toddler demonstrates large muscle balance, stability, control and coordination.
EXPECTATION	PW31.2.	<p>Balance on one foot for a second or two.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

EXPECTATION	PW31.3.	<p>Engages in creative movement and dance spontaneously and when prompted by music or adult cues: "Let's march to this music."; "Can you dance to this music?"</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops the ability to move the large muscles (gross motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW32.	The older toddler moves body with purpose to achieve a goal.
EXPECTATION	PW32.2.	Create simple block structures.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW33.	The young toddler coordinates eye and hand movements.
EXPECTATION	PW33.1.	Put puzzle pieces into place. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
EXPECTATION	PW33.2.	Dig in sand with spoon or shovel. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud
EXPECTATION	PW33.3.	Tear tissue paper into small pieces. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
EXPECTATION	PW33.4.	Stack one or three blocks. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination
EXPECTATION	PW33.5.	Put shapes into shape sorter. <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:

		<p>26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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EXPECTATION	PW33.6.	<p>Put large pegs in holes.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW34.	The young toddler controls small muscles in hand.
EXPECTATION	PW34.1.	<p>Hold marker with thumb and finger.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>

EXPECTATION	PW34.3.	<p>Squeeze water out of a sponge.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW35.	The older toddler coordinates eye and hand movements.
EXPECTATION	PW35.1.	<p>Complete a puzzle.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
EXPECTATION	PW35.2.	<p>Build a tower using 3 to 6 blocks.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
EXPECTATION	PW35.3.	<p>Put shapes into shape sorter.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
EXPECTATION	PW35.4.	<p>Put a cap back on a big marker.</p> <p><u>Progress Monitoring Skills</u></p>

		12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
EXPECTATION	PW35.5.	Hit pegs with small hammer. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops an ability to control and refine small muscles (fine motor).
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW36.	The older toddler controls small muscles in hand.
EXPECTATION	PW36.1.	Hold marker with thumb and fingers, make controlled scribbles – vertical and horizontal strokes. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper
EXPECTATION	PW36.3.	Unbutton large buttons. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
EXPECTATION	PW36.4.	Unzip large zippers. <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
EXPECTATION	PW36.5.	Turn pages of books. <u>Progress Monitoring Skills</u>

		<p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW37.	The young toddler participates in physical care routines.
EXPECTATION	PW37.1.	<p>Use tissue to wipe nose with help.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

EXPECTATION	PW37.2.	<p>Wash and dry his hands with help.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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EXPECTATION	PW37.3.	<p>Brush his teeth with help.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW40.	The young toddler's lifestyle is characterized by active, physical play.
EXPECTATION	PW40.1.	<p>Initiate chasing games.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>

EXPECTATION	PW40.3.	<p>Like wading pools.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
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EXPECTATION	PW40.4.	Climb on everything.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW41.	The young toddler begins to practice healthy and safe behaviors.
EXPECTATION	PW41.2.	Respond to "hot" or "stop" or other attempts to protect toddler from dangerous situations. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW42.	The young toddler demonstrates the stamina and energy to participate in daily activities.
EXPECTATION	PW42.1.	Take one nap during the day. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

EXPECTATION	PW42.2.	Sustain physical activity for a long period of time. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW43.	The young toddler engages in a variety of physical activities.
EXPECTATION	PW43.1.	Walk, run, gallop, dance and jump. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

EXPECTATION	PW43.2.	<p>Prefer to stand at activities rather than sit.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW44.	The older toddler participates in physical care routines.
EXPECTATION	PW44.1.	<p>Get tissue to wipe nose.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

EXPECTATION	PW44.2.	<p>Wash and dry his hands by himself.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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EXPECTATION	PW44.3.	<p>Brush his teeth by himself.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW45.	The older toddler develops self-help skills.
EXPECTATION	PW45.1.	<p>Recognize thirst and ask for drink.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

EXPECTATION	PW45.2.	<p>Use words to express choice of food.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
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STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW47.	The older toddler's lifestyle is characterized by active, physical play.
EXPECTATION	PW47.1.	Request to play chasing games. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

EXPECTATION	PW47.3.	Climb on everything. <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW48.	The older toddler begins to practice healthy and safe behaviors.
EXPECTATION	PW48.2.	Use a bike helmet for riding a tricycle. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW49.	The older toddler demonstrates the stamina and energy to participate in daily activities.
EXPECTATION	PW49.1.	Take one short nap during the day. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

EXPECTATION	PW49.2.	Sustain play for long period of time during day. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops skills that will become healthy practices for life.
STANDARD / CONCEPT / SKILL	PW.OT.	Older Toddlers (22-33 months)
INDICATOR	PW50.	The older toddler engages in a variety of physical activities.
EXPECTATION	PW50.1.	Walk, run, gallop, dance and jump. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time

EXPECTATION	PW50.2.	Prefer to stand at activities rather than sit. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time
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FOCUS / COURSE	MA.PW.	Physical Health and Well Being Development Guidelines
STRAND		Learning Guideline: The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)
STANDARD / CONCEPT / SKILL	PW.YT.	Young Toddlers (12-24 months)
INDICATOR	PW52.	The young toddler will show increased integration of sensory stimulation.
EXPECTATION	PW52.1.	Explore the environment with mouth and hands. <u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL11.	The young toddler expands his exploration of the environment.
EXPECTATION	AL11.1.	Begin to explore the environment independently. <u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body

		<p>movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
EXPECTATION	AL11.2.	<p>Move toward people and objects that interest him.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
EXPECTATION	AL11.3.	<p>Seek to learn new skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	AL11.4.	<p>Start his own activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL12.	The young toddler shows curiosity in new and familiar objects.
EXPECTATION	AL12.1.	<p>Begin to use facial expressions to show excitement.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION	AL12.3.	<p>Try new art materials such as play dough or finger painting.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1</p>
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		Expresses self creatively with simple art materials 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
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EXPECTATION	AL12.4.	<p>Start to show more intentionality in their play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL13.	The older toddler expands his exploration of the environment.
EXPECTATION	AL13.1.	<p>Become more confident in his ability to explore independently.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p>

		<p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	AL13.2.	<p>Play beside other children and imitate their play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
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EXPECTATION	AL13.3.	<p>Imitate adult activities such as reading a magazine or helping to set the table.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler shows eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL14.	The older toddler shows curiosity in new and familiar objects.
EXPECTATION	AL14.1.	<p>Seek more information about people and things around them i.e. study an object carefully.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>

		<p>Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	AL14.2.	<p>Use familiar objects in new ways i.e. may develop an interest in sorting and patterns.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
EXPECTATION	AL14.4.	<p>Show pleasure in accomplishments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
EXPECTATION	AL14.5.	<p>Talk about what they want to do.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.

STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL15.	The young toddler attends for longer periods of time and persists at preferred activities.
EXPECTATION	AL15.1.	<p>Enjoy hearing the same music and making the same movements over and over again.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	AL15.3.	<p>Request to hear the same book repeatedly.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	AL15.4.	<p>Persist at puzzles, shape sorters, pegboards until he finishes the task.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting</p>

		and guidance, begins to slide, rotate, and flip objects to make them fit
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EXPECTATION	AL15.5.	<p>Keep trying even when something doesn't work.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.YT.	Young Toddlers (12-24 months)
INDICATOR	AL16.	The young toddler begins to take risks.
EXPECTATION	AL16.1.	<p>Use trial and error to solve a problem.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXPECTATION	AL16.2.	<p>Begin to interact with new people.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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EXPECTATION	AL16.3.	Explore freely without an adult nearby. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing
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EXPECTATION	AL16.4.	Take on challenges i.e. a new game with new rules; a toy that takes a new skill to operate. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL17.	The older toddler attends for longer periods of time and persists at preferred activities.
EXPECTATION	AL17.1.	Work longer to fulfill a goal i.e. put on shoes, complete a puzzle. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting

		<p>and guidance, begins to slide, rotate, and flip objects to make them fit</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	AL17.2.	<p>Spend longer periods of time working with one educator.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	AL17.3.	<p>Keep working on activities even if he encounters problems.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

EXPECTATION	AL17.4.	<p>Work on tasks in “busy” environments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	AL17.6.	<p>Want to complete activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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FOCUS / COURSE	MA.AL.	Approaches to Learning Guidelines
STRAND		Learning Guideline: The toddler becomes intentional and persistent in their learning and discovery.
STANDARD / CONCEPT / SKILL	AL.OT.	Older Toddlers (22-33 months)
INDICATOR	AL18.	The older toddler begins to take risks.
EXPECTATION	AL18.1.	<p>Show confidence in their own abilities “me do it!”</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>

		<p>Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
EXPECTATION	AL18.2.	<p>Try many different ways of doing things in order to reach a goal.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	AL18.3.	<p>Develop new interests.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

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