



Curriculum Alignment with

Massachusetts ECC Learning Standards and Curriculum Guidelines

Grade: **Ages 25 to 36 months** - Adopted: **2015**

FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL1:	The child will be able to recognize, identify, and express his/her emotions.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL1.1.	<p>Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
INDICATOR	SEL1.2.	<p>Begin to develop a rich vocabulary related to emotions/feelings.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
INDICATOR	SEL1.3.	<p>Express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling and support.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to</p>

		develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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INDICATOR	SEL1.4.	Demonstrate beginning understanding of connection between feelings and behaviors (e.g., “If..., then...”). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL1:	The child will be able to recognize, identify, and express his/her emotions.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL1.5.	Label basic emotions and recognize some complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, frustration, nervousness, loneliness). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SEL1.6.	Use richer and more specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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INDICATOR	SEL1.7.	Express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book
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		<p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	SEL1.8.	<p>With support, describe reasons for own feelings and situations that cause them (stimuli/provocations).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL2:	The child will demonstrate accurate self-perception.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL2.1.	<p>Identify some personal characteristics such as physical features, abilities, preferences, interests, gender (e.g., "I am/I can...").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>

		Monitoring Skill: 37.3 Identifies similarities and differences between self and peers
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INDICATOR	SEL2.2.	<p>Know some important information about self (e.g., first and last name, parents'/guardians' names).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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INDICATOR	SEL2.3.	<p>Show recognition of self as a unique individual (i.e., some things that distinguish him/her from others).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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INDICATOR	SEL2.5.	<p>Demonstrate or express personal preferences and explain the reason for the choice.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL2:	The child will demonstrate accurate self-perception.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL2.6.	<p>Describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
INDICATOR	SEL2.7.	<p>Share information about self with others, and recognize when sharing information is not appropriate (e.g., recognize family or cultural norms about sharing information).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
INDICATOR	SEL2.8.	<p>Compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., "I have brown eyes, she has blue eyes;" "I like X; he likes Y").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p>

		<p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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INDICATOR	SEL2.9.	<p>Demonstrate awareness and appreciation of self as part of a family, culture/ethnicity, language, community, or group.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress</p> <p>Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress</p> <p>Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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INDICATOR	SEL2.10.	<p>Explain the rationale for one preference/choice over another (e.g., “I need to do more work on my project in the art center,” “I like milk better than juice.”)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.2 Communicates needs, opinions, ideas and preferences</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL3:	The child will demonstrate self-efficacy (confidence/competence).
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL3.1.	<p>Show confidence in own ability to accomplish tasks and satisfaction in completion.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
INDICATOR	SEL3.2.	<p>Show pleasure in mastery of skills or tasks.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
INDICATOR	SEL3.3.	<p>Attempt to use skills for daily living.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
INDICATOR	SEL3.4.	<p>Demonstrate reasonable confidence and/or caution in approaching new experiences.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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INDICATOR	SEL3.5.	<p>Speak out for, or take appropriate action to defend self or meet own needs/rights.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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INDICATOR	SEL3.6.	<p>Demonstrate willingness to take some risks (e.g., taste unfamiliar foods, try a new activity, use unfamiliar materials or equipment).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL3:	The child will demonstrate self-efficacy (confidence/competence).
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL3.7.	<p>Display confidence in personal competencies, and satisfaction with results of own work (e.g., make positive statements about self).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring</p>

		Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
INDICATOR	SEL3.8.	<p>Appropriately share successful mastery of skills or tasks with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
INDICATOR	SEL3.9.	<p>Independently use skills for daily living with confidence and competence.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
INDICATOR	SEL3.10.	<p>Demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
INDICATOR	SEL3.11.	Express independent thoughts, defend ideas, and take appropriate action to defend own rights.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
INDICATOR	SEL3.12.	Demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL4:	The child will demonstrate impulse control and stress management.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL4.1.	With support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
INDICATOR	SEL4.2.	With support, begin to regulate impulses (e.g., communicate wants/needs; wait for something he/she wants). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
INDICATOR	SEL4.3.	Identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals

FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL4:	The child will demonstrate impulse control and stress management.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL4.7.	Independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions

INDICATOR	SEL4.8.	Manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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INDICATOR	SEL4.9.	Analyze challenging situations and identify healthy ways to address them (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL5:	The child will display empathetic characteristics.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL5.1.	Begin to recognize that different people may have different emotional reactions. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SEL5.2.	Demonstrate awareness of others' expressions of feelings (both verbal and non-verbal).
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
INDICATOR	SEL5.3.	Respond to another's emotions and needs (e.g., give comfort; report to an adult). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
INDICATOR	SEL5.4.	With support (e.g., what will happen if...?), begin to anticipate others' feelings and responses. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
INDICATOR	SEL5.5.	Show kindness or regard for other people or for other living things much of the time. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL5:	The child will display empathetic characteristics.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL5.6.	Distinguish others' feelings and begin to speculate on why they might be different from his or her own. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
INDICATOR	SEL5.7.	Recognize, label, and connect with others' expression of feelings (e.g., explain reasons/causes). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	SEL5.8.	<p>Respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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INDICATOR	SEL5.9.	<p>Predict others' feelings, responses, and behavior, and make decisions accordingly.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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INDICATOR	SEL5.10.	<p>Show kindness or regard for others or for other living things most of the time.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL6:	The child will recognize diversity and demonstrate respect for others.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL6.1.	<p>Demonstrate awareness of commonalities and differences among people (e.g., gender, race, ability/disability, language, family structure).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>

INDICATOR	SEL6.2.	<p>Demonstrate interest in or curiosity about others' families, languages, and cultures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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INDICATOR	SEL6.3.	<p>Begin to understand that different people have different abilities.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
INDICATOR	SEL6.4.	<p>Begin to understand that different people may have different ideas, desires, and perspectives.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
INDICATOR	SEL6.5.	<p>With some support, show respect for others by using social conventions (e.g., saying “please/thank you”; listening when others speak).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
INDICATOR	SEL6.6.	<p>With support, balance own needs with others’ needs (e.g., sharing materials, asking for a turn).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL6:	The child will recognize diversity and demonstrate respect for others.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL6.7.	Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)
INDICATOR	SEL6.8.	Communicate differences in families, languages, and cultures, in positive ways. <u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)
INDICATOR	SEL6.9.	Identify and appreciate the abilities, skills, and qualities of others. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
INDICATOR	SEL6.10.	Accept the validity of others' perspectives, ideas, and motivations (i.e., they are not "wrong," just different). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)
INDICATOR	SEL6.11.	Show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority). <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
INDICATOR	SEL6.12.	Independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another). <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL7:	The child will demonstrate the ability to communicate with others in a variety of ways.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL7.1.	<p>Engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

INDICATOR	SEL7.2.	<p>Engage in meaningful communication or conversations with adults in the program (including home language or alternative communication systems as needed).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
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INDICATOR	SEL7.3.	<p>With support, listen or demonstrate attention when others talk (or communicate in non-verbal ways that have been taught, such as gestures, sign language)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL7:	The child will demonstrate the ability to communicate with others in a variety of ways.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL7.4.	<p>Initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

INDICATOR	SEL7.5.	<p>Initiate and engage in substantive/focused communication or conversations with adults in the program (including home language or alternative communication systems as needed).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
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INDICATOR	SEL7.6.	<p>Listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language:</p>
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		Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL8:	The child will engage socially, and build relationships with other children and with adults.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL8.1.	Engage in interactions with other children much of the time. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions

INDICATOR	SEL8.2.	Develop one or more special, nurturing friendships (e.g., seek out one or more particular children). <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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INDICATOR	SEL8.3.	Demonstrate trusting, caring relationships with one or more adults in the early education and care setting.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
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INDICATOR	SEL8.4.	Use play with others to explore and practice social roles and relationships (e.g., assume various roles in dramatic play). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL8:	The child will engage socially, and build relationships with other children and with adults.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL8.5.	Initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities). <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions

INDICATOR	SEL8.6.	Form and maintain increasingly closer and more nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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INDICATOR	SEL8.7.	Demonstrate trusting, caring relationships with more than one adult in the program and school community. <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
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INDICATOR	SEL8.8.	Use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL10:	The child will demonstrate the ability to seek help and offer help.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL10.2.	Identify external supports (e.g., a trusted adult; how/where to get help and support). <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL10:	The child will demonstrate the ability to seek help and offer help.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL10.6.	<p>Often attempt reasonably challenging tasks independently before requesting assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL11:	The child will demonstrate beginning personal, social, and ethical responsibility.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL11.1.	<p>Demonstrate beginning understanding of reasons for rules (benefits to self and others).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

INDICATOR	SEL11.2.	<p>Understand and follow rules, limits, and expectations with prompting/assistance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her</p>
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		community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL11:	The child will demonstrate beginning personal, social, and ethical responsibility.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL11.4.	Communicate reasons for rules (benefits to self and others). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

INDICATOR	SEL11.5.	Understand and follow rules, limits, and expectations with minimal prompting/assistance. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL12:	The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.
STANDARD / CONCEPT / SKILL	SEL.PK.	By the end of Preschool, a child may...
INDICATOR	SEL12.2.	Understand what a problem is (e.g., define/describe examples of a social/ethical problem). <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

INDICATOR	SEL12.3.	With support, discuss and identify possible solutions for a social/ethical problem.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
INDICATOR	SEL12.4.	Recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
INDICATOR	SEL12.6.	Recognize teasing/bullying and seek support from an adult. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
FOCUS / COURSE	MA.SEL.	Social and Emotional Learning
STRAND	SEL12:	The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.
STANDARD / CONCEPT / SKILL	SEL.K.	By the end of Kindergarten, a child may...
INDICATOR	SEL12.8.	Identify and communicate a social/ethical problem (e.g., describe and report a problem). <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
INDICATOR	SEL12.9.	With support, discuss and identify possible causes and solutions for a social/ethical problem. <u>Progress Monitoring Skills</u> 2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects
INDICATOR	SEL12.10.	Recognize situations as safe vs. dangerous and know what action to take (e.g., stranger danger, safety, etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
INDICATOR	SEL12.12.	Take steps to stop teasing/bullying and/or deal with it effectively (e.g., speaking up; seeking support from an adult).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL1:	The child will demonstrate initiative, self-direction, and independence.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL1.1.	Spontaneously pursue own interests in play and learning. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play

INDICATOR	APL1.2.	Demonstrate eagerness to learn about a range of topics, ideas, and tasks. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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INDICATOR	APL1.3.	Demonstrate willingness to try new or challenging experiences. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials
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		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL1:	The child will demonstrate initiative, self-direction, and independence.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL1.7.	<p>Demonstrate eagerness to learn about and participate in a variety of topics, ideas, and tasks, and explore these interests in depth.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

INDICATOR	APL1.8.	<p>Independently seek new experiences and attempt increasingly complex challenges (physically, cognitively, or socially).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL2:	The child will demonstrate eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...

INDICATOR	APL2.1.	<p>With support and modeling, ask “what” and “how” questions to gain information about familiar and unfamiliar events and phenomena.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
INDICATOR	APL2.2.	<p>Try new sensory and other experiences (e.g., explore, examine, and experiment with materials, constructions, nature).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
INDICATOR	APL2.3.	<p>With support, seek information from a variety of sources, such as books, experts, observations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
INDICATOR	APL2.4.	<p>Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL2:	The child will demonstrate eagerness and curiosity as a learner.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL2.6.	<p>Try a wide range of new experiences (e.g., materials, tasks, academic or physical skills), both independently and with peers or adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

INDICATOR	APL2.7.	<p>With support, seek information from a variety of sources, such as books, the Internet, experts, and observations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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INDICATOR	APL2.8.	<p>Describe or demonstrate how he/she likes to learn best (e.g., observing, imitating, asking questions, hands-on investigation).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p>
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		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL3:	The child will be able to maintain focus and attention, and persist in efforts to complete a task.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL3.1.	<p>With support, maintain concentration on a task or activity for short periods of time, until completed.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

INDICATOR	APL3.2.	<p>With support, resist distraction and maintain attention to a task or activity (e.g., stories read aloud, demonstrations, different activities occurring simultaneously).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and</p>
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		demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
INDICATOR	APL3.3.	<p>With support, continue with or return to activities after distractions or interruptions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
INDICATOR	APL3.4.	<p>Maintain focus on a topic during a conversation or discussions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	APL3.5.	With support, cope with some frustration or disappointment. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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INDICATOR	APL3.6.	Work with purpose, determination, and enjoyment on self-chosen tasks. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL3:	The child will be able to maintain focus and attention, and persist in efforts to complete a task.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL3.7.	Independently maintain focus on a project for a sustained period of time, until completed. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

INDICATOR	APL3.8.	Resist distraction and maintain attention to a task or activity (e.g., teacher instruction, multiple activities occurring simultaneously) with minimal support.
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		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
INDICATOR	APL3.9.	<p>Continue with or return to activities despite distractions or interruptions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
INDICATOR	APL3.10.	<p>Contribute to discussions, holding in mind both the topic of discussion and the contributions of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	APL3.11.	<p>Independently persist in spite of frustration or disappointment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
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INDICATOR	APL3.12.	<p>Work to complete projects to own satisfaction based on personal standards of quality or completion (“good enough” or “finished”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL4:	The child will demonstrate creativity in thinking and use of materials.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL4.1.	<p>Use materials, tools, information, and experiences in new and different ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	APL4.2.	<p>Begin to recognize the difference between pretend/fantasy situations and reality with adult support (e.g., what could/could not happen in real life?).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
INDICATOR	APL4.4.	<p>Use imagination to express an idea or concept.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
INDICATOR	APL4.5.	<p>Express ideas through art, music, movement, drama.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 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 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL4:	The child will demonstrate creativity in thinking and use of materials.

STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL4.6.	<p>Use materials, tools, information, and experiences to express ideas or convey meaning in new and different ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	APL4.7.	<p>Describe or represent the difference between fantasy situations and reality.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	APL4.9.	<p>Use imagination and other materials to produce new ideas.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	APL4.10.	<p>Combine materials and equipment to express ideas through various creative arts.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL5:	The child will cooperate with others in play and learning.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL5.1.	<p>Suggest and listen to ideas for play with others (e.g., block play, puppets, games).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p>

		<p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
INDICATOR	APL5.2.	<p>Plan and negotiate play with another child (e.g., roles/responsibilities each child will assume).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
INDICATOR	APL5.3.	<p>Begin to use cooperative strategies in play with others (e.g., sharing materials, taking turns, listening to the needs of others).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and</p>

		<p>concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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INDICATOR	APL5.6.	<p>Share his/her processes with adults or other children (e.g., demonstrating, explaining, or representing what he/she did).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL5:	The child will cooperate with others in play and learning.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL5.7.	<p>Suggest and listen to ideas for play with others (e.g., board games, playground games, role play).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

INDICATOR	APL5.8.	<p>Collaborate and negotiate play with two or more children (e.g., who will go first, roles each participant will play, assuming various responsibilities).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>
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		2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
INDICATOR	APL5.10.	<p>Use cooperative learning strategies to accomplish a task or solve a problem (e.g., brainstorming ideas or steps, identifying resources, designating/accepting responsibilities, co-constructing processes to be used, sharing knowledge or discoveries).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
INDICATOR	APL5.12.	<p>Explain (or represent) how cooperative strategies facilitated the process for accomplishing a task or solving a problem.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL6:	The child will seek multiple solutions to a question, task, or problem.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL6.1.	<p>Recognize and try to solve problems using a variety of methods (e.g., trial and error, discussion with others).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
INDICATOR	APL6.2.	<p>Think of possible solutions and identify one to put into action.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
INDICATOR	APL6.4.	<p>With support, formulate and test hypotheses, and draw connections to previous experiences and information.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
INDICATOR	APL6.5.	<p>Make multiple attempts to solve problems.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL6:	The child will seek multiple solutions to a question, task, or problem.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL6.6.	<p>Identify increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

INDICATOR	APL6.7.	<p>Identify pros and cons of possible solutions, then select and implement one.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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INDICATOR	APL6.9.	<p>With support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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INDICATOR	APL6.10.	<p>Try different solutions when the first attempt does not work.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL7:	The child will demonstrate organizational skills.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL7.1.	<p>With support, organize materials appropriately (e.g., put things away; sort materials by categories such as color, shape).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>

INDICATOR	APL7.2.	<p>Develop organizational routines with reminders (e.g., check cubby or personal space for take-home materials and projects to share with families).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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INDICATOR	APL7.4.	<p>Recognize the daily schedule, follow program routines, and identify what comes next.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL7:	The child will demonstrate organizational skills.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL7.7.	<p>Independently carry out organizational routines (e.g., gather personal belongings at end of day).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

INDICATOR	APL7.9.	<p>Demonstrate awareness of the weekly schedule (e.g., specials, half days, etc.); anticipate and prepare for coming events.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL8:	The child will be able to retain and recall information.
STANDARD / CONCEPT / SKILL	APL.PK.	By the end of Preschool, a child may...
INDICATOR	APL8.1.	<p>Relate past experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

INDICATOR	APL8.4.	<p>Use prior knowledge to predict and ask questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
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FOCUS / COURSE	MA.APL.	Approaches to Play and Learning
STRAND	APL8:	The child will be able to retain and recall information.
STANDARD / CONCEPT / SKILL	APL.K.	By the end of Kindergarten, a child may...
INDICATOR	APL8.8.	<p>Apply prior knowledge to new situations, relationships, and problem solving.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

Grade: Ages 25 to 36 months - Adopted: 2003

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.1.	Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).
INDICATOR	1.1.1.	<p>Interact with other children and adults in small groups through informal activities and everyday routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
INDICATOR	1.1.2.	<p>Participate in activities that generate response (e.g., fingerplays, songs, action games).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	1.1.3.	<p>Help to formulate rules for group interactions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p>
INDICATOR	1.1.4.	<p>Use a system for taking turns and developing listening skills (e.g., passing a ball around the circle).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
INDICATOR	1.1.5.	<p>Respond to social cues appropriately (signaled by eye contact, tone, pitch, volume, body language).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring</p>

		<p>Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.2.	Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.
INDICATOR	1.2.1.	<p>Engage in meaningful conversations and discussions with peers and with adults, one-on-one, or in small groups.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

INDICATOR	1.2.2.	<p>Share their ideas and experiences in small groups (e.g., express what they know or want to learn about a topic).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p>
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		<p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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INDICATOR	1.2.3.	<p>Ask questions to further understanding (e.g., "Where did the snow go when it melted?") or about daily routines (e.g., "What's for lunch?" "Can we play outside today?")</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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INDICATOR	1.2.4.	<p>Respond to teachers' conversation-starters such as "I'm trying to make a snake out of play dough"; "You picked up a blue truck;" "I wonder...; I wish... "</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.3.	Communicate personal experiences or interests.

INDICATOR	1.3.1.	<p>Describe experiences to adults or other children in informal conversations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
INDICATOR	1.3.2.	<p>Create representations (e.g., drawings, paintings, constructions) about their ideas and describe them to others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
INDICATOR	1.3.3.	<p>Complete open-ended questions or statements on a topic (e.g., “The last time I went to the beach, I... .”)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
INDICATOR	1.3.5.	<p>After sharing information, children discuss what they remember best about what was said.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	1.3.6.	Describe or represent daily activities as a way of reviewing or reflecting (e.g., explain why they selected a particular activity area, what they did in that area, and how materials were used). <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	1.3.7.	Express what they might do differently the next time an activity is visited. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	1.3.8.	Share information about what children learned with others (peers/adults). <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.4.	Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.
INDICATOR	1.4.1.	Select an object from a collection of common items, identify it, then use specific words to describe it (e.g., in terms of color, shape, size, use). <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)

INDICATOR	1.4.3.	Look at illustrations to gain clues to the meaning of new or confusing words.
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		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	1.4.4.	<p>Examine familiar objects closely, then more closely, adding descriptors with increasing detail (e.g., a child's shoe; a flower).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
INDICATOR	1.4.5.	<p>Use a feely box or texture board to name, sort, and categorize various objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
INDICATOR	1.4.6.	<p>Play guessing games in which children use descriptors ("I'm thinking of something round.").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
INDICATOR	1.4.8.	<p>Hear new words introduced at the beginning of a story or activity, and reviewed at the end.</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.LA.	Language
STANDARD / CONCEPT / SKILL	1.5.	Listen to and use formal and informal language.
INDICATOR	1.5.1.	Use new vocabulary introduced through book reading in their play. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs

INDICATOR	1.5.2.	Listen to stories and poems that use formal and informal language. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
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INDICATOR	1.5.4.	Respond to and/or dramatize different voices for different characters from familiar stories. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	1.5.5.	Listen to models of appropriate and correct language by adults (appropriate sentence structure, grammar, syntax). <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.6.	Listen to a wide variety of age appropriate literature read aloud.
INDICATOR	1.6.1.	Explore a wide variety of printed materials about subjects that interest children (e.g., storybooks, picture dictionaries, factual and informational books such as books about science, and books that relate to families and cultures), with texts of varying levels of

		<p>difficulty.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
INDICATOR	1.6.2.	<p>Listen to age-appropriate stories read aloud frequently and repeatedly.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
INDICATOR	1.6.5.	<p>Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	1.6.7.	<p>Use “big books” and take part in turning pages.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	1.6.8.	<p>Pretend to read by pointing with a finger while reciting text.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.7.	Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.

INDICATOR	1.7.3.	<p>Explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
INDICATOR	1.7.4.	<p>Create letters with materials such as finger paint, string, yarn, clay, pipe cleaners.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	1.7.5.	<p>Listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
INDICATOR	1.7.6.	<p>Observe print (or Braille as appropriate) in everyday activities and routines including labels on objects and materials; captions on children's projects or photographs of children's activities; nametags on cubbies and coat hooks.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

		2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
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INDICATOR	1.7.8.	Take home the words of familiar songs, rhymes, fingerplays printed out. <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
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INDICATOR	1.7.9.	Associate pictorial symbols with objects or actions (e.g., picture recipes; rebus stories). <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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INDICATOR	1.7.10.	Observe adults, teachers, and family members using print to gain meaning and understanding. <u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.8.	Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.
INDICATOR	1.8.2.	Break words into syllables (e.g., clap or tap them out with rhythm instruments). <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

INDICATOR	1.8.5.	Fill in rhyming words in stories, poems and songs (e.g., make up new words to the song Down by the Bay... did you ever see a moose kissing a goose).
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
INDICATOR	1.8.7.	Use finger plays, games, poems, and stories that include rhyme and alliteration to develop an awareness of differences in spoken words, syllables, and sounds. <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.10.	Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.
INDICATOR	1.10.1.	Retell a familiar book from memory or based on the illustrations. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
INDICATOR	1.10.2.	Arrange illustrations of key incidents from the story in order of what happened first, next. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
INDICATOR	1.10.4.	Act out a story through flannel board, puppets, or dramatic play with props. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk

		about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	1.10.5.	Describe or represent (e.g., through drawings, constructions) what children remember after listening to an informational book. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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INDICATOR	1.10.7.	Listen to stories without illustrations (e.g., chapter books read aloud during rest time) to give children the opportunity to “make pictures in their minds.” <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.11.	Listen to several books by the same author or using the same illustrator.
INDICATOR	1.11.6.	Take home a class-made book, and describe the story and illustrations to family members. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.12.	Listen to, recite, sing, and dramatize a variety of age-appropriate literature.

INDICATOR	1.12.1.	<p>Recite, sing, or retell fairy tales, Mother Goose rhymes, poetry, myths.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	1.12.8.	<p>Predict what a book is about from the illustrations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
INDICATOR	1.12.9.	<p>Describe or represent the main idea of a story (e.g., verbally or through drawings).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
INDICATOR	1.12.10.	<p>Sing traditional lullabies.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	1.12.12.	<p>Use dialogue from familiar stories in dramatic play (e.g., "Who's been sleeping in my bed?").</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.13.	Relate themes and information in books to personal experiences.
INDICATOR	1.13.3.	<p>Offer verbal or pictorial evidence from a book to support understanding.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.14.	Recognize and supply rhythm and rhyme in poetry.
INDICATOR	1.14.1.	<p>Listen to books/poems that include repetitive/rhythmic elements.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>

INDICATOR	1.14.2.	<p>Listen to and recite Mother Goose and other nursery rhymes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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INDICATOR	1.14.3.	<p>Respond to auditory patterns in poems and stories, songs (e.g., clap out the patterns).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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INDICATOR	1.14.4.	<p>Contribute real or nonsense words that fit rhythm and rhymes in poems, songs, nursery rhymes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and</p>
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		nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.RL.	Reading & Literature
STANDARD / CONCEPT / SKILL	1.15.	Listen to, recognize, and use a broad vocabulary of sensory words.
INDICATOR	1.15.1.	<p>Listen to age-appropriate stories, poems, and songs that suggest mood and/or create visual images, or that are rich in descriptive vocabulary (e.g., “mud is very ooey goey”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

INDICATOR	1.15.2.	<p>Participate in a wide variety of sensory experiences that reinforce sensory vocabulary (e.g., fluffy shaving cream, sticky glue).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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INDICATOR	1.15.3.	<p>Describe everyday experiences using sensory language (e.g., “the play dough felt sticky;” “the cotton is soft;” “the sandpaper is scratchy”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill:</p>
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		<p>3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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INDICATOR	1.15.4.	<p>Share children’s perceptions about sensory experiences using descriptive vocabulary and generate a story for the newsletter to share with families.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.16.	Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.
INDICATOR	1.16.1.	<p>Draw pictures or use letters or phonetically spelled words to tell a story or give information.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	1.16.6.	<p>Use computers and age-appropriate software as writing tools (e.g., preschool word processing programs that allow children to produce enlarged print, hear what they have written, use the mouse to draw, or make scribbles to accompany their drawings).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.18.	Use emergent writing skills to make letters in many settings and for many purposes.
INDICATOR	1.18.4.	<p>Engage in sensory experiences such as making letters in sand, with finger paint, or tracing over sandpaper letters.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p>

FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.19.	Arrange events in order when dictating a story.
INDICATOR	1.19.1.	<p>Verbally describe or represent through drawings, paintings, or models the sequence in which events in stories took place (e.g., What happened first? Next? Last?).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	1.19.2.	Contribute to group discussions about meaningful events in order to compose a story or article for a newsletter.
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		<p>Progress Monitoring Skills</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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INDICATOR	1.19.3.	<p>Arrange illustrations or photographs of personal experiences in sequence.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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FOCUS / COURSE	MA.ELA.	Guiding Preschool Learning in English Language Arts
STRAND	ELA.C.	Composition
STANDARD / CONCEPT / SKILL	1.20.	Generate questions and gather information to answer their questions in various ways.
INDICATOR	1.20.2.	<p>Work with teachers to find logical sources for the information they need (e.g., reading a fictional story about a spider, consulting non-fiction books, then investigating real spider webs through direct observation).</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
INDICATOR	1.20.3.	Describe something learned about a topic (e.g., butterflies, frogs, snow) verbally or through representations.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATOR	1.20.4.	Create, display, and describe representations of their investigations through drawings, paintings, photographs, constructions, and stories. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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INDICATOR	1.20.5.	Formulate questions with teacher support to begin to learn the difference between questions and statements. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.1.	Listen to and say the names of numbers in meaningful contexts.
INDICATOR	2.1.1.	Play games and listen to stories and poems that contain numbers and counting sequences. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

INDICATOR	2.1.3.	Count concrete objects for a meaningful purpose (e.g., three crackers for snack; two eyes to glue on the bunny; three steps down to the playground). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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INDICATOR	2.1.4.	Follow visual or rebus recipes (e.g., for making play dough or cookies). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.2.	Connect many kinds/quantities of concrete objects and actions to numbers.
INDICATOR	2.2.1.	Arrange and count a variety of different kinds of objects to explore the consistency of quantities (e.g., to build understanding of what “3” looks like, whether you are counting blocks, beads or pinecones). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

INDICATOR	2.2.2.	Participate in fingerplays and action rhymes that associate number concepts with concrete actions (e.g., Five Little Monkeys Jumping on the Bed). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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INDICATOR	2.2.3.	Use concrete objects, actions, or drawings to represent quantities (e.g., jump two times; stack four unit blocks; string three beads, hold up two fingers, get three blocks on request). <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1
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		Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.3.	Use positional language and ordinal numbers (first, second, third) in everyday activities.
INDICATOR	2.3.2.	<p>Arrange materials in order (seriate) from small to large; short to long, etc.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

INDICATOR	2.3.3.	<p>Use ordinal numbers and positional words (e.g., before/after; first, second, third) to describe the order of daily activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	2.3.4.	<p>Arrange illustrations from a story or photographs of class events or daily routines in sequence.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.4.	Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).
INDICATOR	2.4.2.	Sing songs and do fingerplays that involve adding and taking away (e.g., Two Little Blackbirds).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	2.4.3.	Use pictorial recipes and discuss how many more cups of cups of flour need to be added to the cookie dough. <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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INDICATOR	2.4.5.	Figure out how many blocks they have altogether when they join two sets or how many blocks are needed to make two towers the same size. <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.NS.	Number Sense
STANDARD / CONCEPT / SKILL	2.6.	Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.
INDICATOR	2.6.1.	Create a grocery store or shoe store in the dramatic play area and use play money to pay for items. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

INDICATOR	2.6.3.	Separate coins by color and size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.7.	Explore and describe a wide variety of concrete objects by their attributes.

INDICATOR	2.7.1.	<p>Describe the size, shape, color, and texture of everyday materials such as pasta, rocks, shells, unit blocks, attribute blocks, parquetry blocks, crackers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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INDICATOR	2.7.2.	<p>Play games that include identifying (pointing to, selecting, or naming) a specified object from a group of objects (e.g., lotto, concentration cards).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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INDICATOR	2.7.3.	<p>Listen to and use words that describe the characteristics of objects (e.g., big, small, tall, short, narrow, thick, thin, deep, shallow, round, flat, straight, crooked, heavy, light).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.8.	Sort, categorize, or classify objects by more than one attribute.
INDICATOR	2.8.1.	<p>Sort parquetry blocks or string beads by size, shape, color, or texture (e.g., big circles/small circles; blue squares/blue circles; big yellow squares/small yellow squares).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

		2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.PR.	Patterns & Relations
STANDARD / CONCEPT / SKILL	2.9.	Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.
INDICATOR	2.9.2.	<p>Use pattern cards to reproduce patterns with concrete objects such as beads, colored cubes, mosaic tiles with pattern cards.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

INDICATOR	2.9.3.	<p>Find patterns in their everyday environment (plaid, stripes, checks on clothing, floors or walls).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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INDICATOR	2.9.4.	<p>Repeat a pattern/sequence in a variety of ways (e.g., an ABAB pattern with stickers, blocks, or stamps).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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INDICATOR	2.9.5.	<p>Manipulate objects in and out of patterns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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INDICATOR	2.9.6.	<p>Recognize and predict word patterns in familiar rhythms, music or stories.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:</p>
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		Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.10.	Investigate and identify materials of various shapes, using appropriate language.
INDICATOR	2.10.1.	Sort parquetry blocks by one or more attributes. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

INDICATOR	2.10.2.	Place unit blocks on top of their silhouettes. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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INDICATOR	2.10.3.	Feel and describe parquetry blocks, then try to identify them without looking. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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INDICATOR	2.10.4.	Eat snacks cut in various shapes; cut cookie dough into basic shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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		2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
INDICATOR	2.10.5.	<p>Create/represent shapes (e.g., using popsicle sticks, pipe cleaners, unit blocks).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
INDICATOR	2.10.6.	<p>Find examples of basic shapes such as circle, square, triangle, and rectangle in the environment (e.g., go on a “shape walk” indoors or outdoors to find examples of basic shapes in buildings, in the classroom, in nature).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
INDICATOR	2.10.7.	<p>Locate individual objects in pictures composed of overlapping shapes or find shapes in magazine illustrations, picture books (e.g., I Spy books).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.11.	Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.
INDICATOR	2.11.1.	Illustrate position and relative distance among objects/locations using classroom materials or outdoor equipment (e.g., up, down, high, low, above, below, in front of, behind, beside, near, far, next to, apart, together).

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>
INDICATOR	2.11.2.	<p>Move their bodies in space by following verbal instructions through an obstacle course (e.g., crawl under the table, walk around the jungle gym; jump over the block).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
INDICATOR	2.11.3.	<p>Follow or use directional language related to daily routines and activities or in dance recordings (e.g., "Put your hands up, down, over your head.").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
INDICATOR	2.11.4.	<p>Locate objects based on directional words (e.g., it's next to the ball; under the basket).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
INDICATOR	2.11.5.	<p>Play with puzzles of increasing complexity as skills develop.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips,</p>

		slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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INDICATOR	2.11.6.	Figure out how much space is needed for a task (e.g., to build a construction using large interlocking panels, or whether two children can fit inside a cardboard box). <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
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INDICATOR	2.11.7.	Identify shapes in different orientations (a triangle is still a triangle even though it's turned in different directions). <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.SSS.	Shapes & Spatial Sense
STANDARD / CONCEPT / SKILL	2.12.	Listen to and use comparative words to describe the relationships of objects to one another.
INDICATOR	2.12.1.	Compare and describe objects according to a single attribute (e.g., which is bigger, smaller, taller, longer, shorter, same length, wider, narrower, thicker, thinner, deeper, shallower, lighter, heavier, holds less, or holds the same amount). <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

INDICATOR	2.12.3.	Make objects of play dough and compare their size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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INDICATOR	2.12.4.	<p>Build structures with blocks and compare their length or height.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	2.12.5.	<p>String beads and compare the length of two necklaces.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p>
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INDICATOR	2.12.7.	<p>Compare the size of various everyday objects (e.g., put various people's shoes side by side to see which is longest).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.M.	Measurement
STANDARD / CONCEPT / SKILL	2.13.	Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.
INDICATOR	2.13.2.	<p>Experiment to verify whether their estimates were accurate.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.M.	Measurement
STANDARD / CONCEPT / SKILL	2.14.	Use nonstandard units to measure length, weight, and amount of content in familiar objects.
INDICATOR	2.14.5.	<p>Compare the length of two play dough snakes or the height of two block towers using their hands.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p>

		Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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FOCUS / COURSE	MA.MA.	Guiding Preschool Learning in Mathematics
STRAND	MA.DCA.	Data Collection & Analysis
STANDARD / CONCEPT / SKILL	2.15.	Organize and draw conclusions from facts they have collected.
INDICATOR	2.15.1.	<p>Construct simple graphs and charts to describe concrete materials (e.g., after sorting leaves, children create a graph illustrating the various kinds of leaves, marking the number of leaves in each category, and describing how they sorted the leaves).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

INDICATOR	2.15.2.	<p>Take part in creating and discussing surveys (e.g., survey children's food preferences to decide what snack to serve, with children placing marks on graphs indicating their choice).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.1.	Ask and seek out answers to questions about objects and events with the assistance of interested adults.
INDICATOR	3.1.1.	<p>Conduct simple investigations, with guidance about what to look for or compare (e.g., a leaf hunt using samples of leaves to find others that are the same shape/color).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>

FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.IS.	Inquiry Skills

STANDARD / CONCEPT / SKILL	3.2.	Make predictions about changes in materials or objects based on past experience.
INDICATOR	3.2.2.	Test predictions through concrete experiences to confirm or refute them (e.g., use eye droppers to mix food colors with water or use hand egg beaters in the water table). <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.3.	Identify and use simple tools appropriately to extend observations.
INDICATOR	3.3.3.	Experiment with balance scales using a variety of objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups) 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

INDICATOR	3.3.8.	Create a picture dictionary with the names/functions of various tools. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.IS.	Inquiry Skills
STANDARD / CONCEPT / SKILL	3.4.	Record observations and share ideas through simple forms of representation such as drawings.
INDICATOR	3.4.2.	Help create charts to describe collections of materials (e.g., leaves from various trees, beach rocks) in terms of color, shape, size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)

INDICATOR	3.4.3.	Draw their own interpretations of materials observed (e.g., the details in a shell or flower). <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:
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		<p>31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.5.	Compare and contrast natural materials such as water, rocks, soil, and living organisms using descriptive language.
INDICATOR	3.5.3.	<p>Explore the properties of water in its natural state as found in the daily environment (e.g., puddles, nearby streams or ponds).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p>

INDICATOR	3.5.4.	<p>Make wet sand constructions or mud pies.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p>
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INDICATOR	3.5.6.	<p>Look for living organisms (e.g., insects, plants, animals) in their natural environment.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.6.	Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).
INDICATOR	3.6.9.	<p>Experiment with air blown through tubes into water.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

INDICATOR	3.6.10.	<p>Make blow paintings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	3.6.11.	<p>Blow up a paper bag on which a book is set and watch the book rise.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.7.	Identify the characteristics of local weather based on first-hand observations.
INDICATOR	3.7.1.	<p>Walk in the rain, wind, snow, and fog, and use all the senses to describe sensations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>

INDICATOR	3.7.2.	<p>Observe characteristics of clouds and make representations using finger paint, easel paints, shaving foam, whipped soap flakes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	3.7.3.	<p>Record observations about weather (e.g., create charts to show the number of snowy, sunny, cloudy days; amount of snow).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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INDICATOR	3.7.4.	<p>Listen to non-fiction books and scientifically accurate fictional stories related to weather.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.8.	Explore sunlight and shadows and describe the effects of the sun or sunlight.
INDICATOR	3.8.4.	<p>Experiment with ways to “lose” their shadows or change the shape of their shadows.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

INDICATOR	3.8.6.	<p>Trace the outline of their shadows at different times of the day and observe changes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.ESS.	Earth and Space Sciences
STANDARD / CONCEPT / SKILL	3.9.	Observe and describe or represent scientific phenomena meaningful to children’s lives that have a repeating pattern (e.g., day and night).
INDICATOR	3.9.1.	<p>Represent their observations of day and night through drawings, paintings, collage.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	3.9.2.	<p>Sort familiar objects according to day/night (e.g., do you wear pajamas at night or in the daytime?)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
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INDICATOR	3.9.3.	<p>Observe and identify the differences between night and day based on what children see in the sky.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds) 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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INDICATOR	3.9.4.	<p>Listen to and retell stories about night and day and things in the sky (e.g., In the Night Sky, Happy Birthday Moon, Good Night Moon; Papa Please Get the Moon for Me).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.10.	Observe and identify the characteristics and needs of living things: humans, animals, and plants.
INDICATOR	3.10.1.	<p>Observe and care for plants and small animals in the classroom (e.g., fish, guinea pig, salamander) to learn that living things grow, reproduce, and need food, air, and water.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

INDICATOR	3.10.2.	<p>Observe living creatures in their natural environment (e.g., ants, spiders, insects, worms, snails, birds) to learn about their habits.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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INDICATOR	3.10.3.	<p>Describe or represent first-hand observations about the characteristics, behavior, and growth of plants and animals (e.g., what happens when a plant dries out? How do fish/animals eat, move, behave, and grow? What detailed characteristic of a flowering plant do they observe?).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
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INDICATOR	3.10.5.	Visit a farm and help feed the animals. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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INDICATOR	3.10.6.	Observe plants in various stages of growth (lima beans, when carefully opened, often show a tiny root and stem). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.11.	Investigate, describe, and compare the characteristics that differentiate living from non-living things.
INDICATOR	3.11.1.	Observe and investigate the characteristics of living things such as plants, insects, birds, fish, amphibians, mammals in children's immediate environment (e.g., they breathe, move, grow). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

INDICATOR	3.11.3.	Take walking trips to look for birds/animals/plants (preschool children need to focus on a single category at a time). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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INDICATOR	3.11.4.	Classify living things children know on the basis of similarity in appearance and behavior. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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INDICATOR	3.11.5.	Examine various kinds of plants and flowers and observing how their parts are the same or different. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.12.	Observe and describe plants, insects, and animals as they go through predictable life cycles.
INDICATOR	3.12.1.	Monitor the life cycles (growth, development, reproduction, death) of plants and living creatures (e.g., insects, small animals, tadpoles, a butterfly garden).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)
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INDICATOR	3.12.3.	Listen to age-appropriate fiction and non-fiction books that relate to life cycles. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)
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INDICATOR	3.12.4.	Make a seed book with a picture of a plant on each page along with its distinguishing feature (flower, leaf, fruit or seed pod), and the actual seed encased in plastic. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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INDICATOR	3.12.5.	Place pictures of the life cycle stages of an insect or animal in sequence. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)
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INDICATOR	3.12.6.	Observe and describe the structures that plants and animals have for survival. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.13.	Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.
INDICATOR	3.13.1.	Observe offspring of various kinds of animals (first-hand if possible, otherwise photographs or films of real animal babies/parents) and discuss how they are like or different from their parents. <u>Progress Monitoring Skills</u>

		2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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INDICATOR	3.13.2.	Observe similarities and variations among individuals of the same species of plants/living creatures (e.g., are all the worms or caterpillars exactly alike? How are they different?). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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INDICATOR	3.13.3.	Look for similarities and differences among groups of creatures (e.g., fin, fur, feathers, number of legs). <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LS.	Life Sciences
STANDARD / CONCEPT / SKILL	3.14.	Describe or represent living things that inhabited the earth years ago, as children express interest.
INDICATOR	3.14.2.	Listen to age-appropriate stories about prehistoric creatures such as dinosaurs. <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.15.	Use their senses of sight, hearing, touch, smell, and taste to explore their environment using sensory vocabulary.
INDICATOR	3.15.1.	Identify familiar materials inside sealed “smelling jars” with holes punched in the lids (e.g., orange rind, chocolate, grape juice, peppermint). <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment

INDICATOR	3.15.2.	Match sounds from pairs of sealed “listening jars” filled with paper clips, rice, metal nuts, gravel. <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
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INDICATOR	3.15.3.	<p>Use a “feely box” to identify objects or match textures by touching without looking.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
INDICATOR	3.15.4.	<p>Listen to age-appropriate books related to the senses such as My Five Senses by Alik.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
INDICATOR	3.15.6.	<p>Play in a sensory table filled with various materials (e.g., sand, water, snow, ice, mud, “oobleck”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		<p>31.2 Uses the senses to observe and explore the environment</p> <p>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p> <p>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p>
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INDICATOR	3.15.7.	<p>Fingerpaint or paint with shaving cream or liquid starch.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	3.15.8.	<p>Stimulate the sense of touch by clicking fingers, tapping, slapping, stroking; touching textures in the environment (e.g., bricks, walls, gates, leaves, feathers, pets, furniture, fabric, toys).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.16.	Observe and describe seasonal changes in plants, animals and their personal lives.
INDICATOR	3.16.4.	<p>Dress up in a variety of seasonal clothing in the dramatic play area.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>

FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.LTE.	Living Things & Their Environment
STANDARD / CONCEPT / SKILL	3.17.	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.
INDICATOR	3.17.4.	<p>Match pictures/models of animals with their habitat.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

		2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.18.	Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.
INDICATOR	3.18.1.	Describe the attributes of common objects (e.g., size, shape, color, weight, texture). <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
INDICATOR	3.18.2.	Sort, group, or classify objects in meaningful ways based on one or more properties. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
INDICATOR	3.18.3.	Match familiar objects to their outlines or make crayon rubbings and identify them. <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
INDICATOR	3.18.4.	Make a “big book” about shapes and textures using materials such as feathers, metallic paper, leather. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)

INDICATOR	3.18.5.	<p>Observe differences when painting using various tools (e.g., rollers, sponges, feathers) or surfaces (e.g., foil, freezer paper, sandpaper, three-dimensional objects).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.19.	Explore, describe, and compare the properties of liquids and solids found in children’s daily environment.
INDICATOR	3.19.1.	<p>Manipulate and describe materials such as water, sand, clay, play dough.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p>

INDICATOR	3.19.3.	<p>Experiment with “magic mixtures” of common materials (e.g., flour, baking soda, cornstarch, water, salt, vinegar, food color), observe the results, then describe their experiments to others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.20.	Investigate and describe or demonstrate various ways that objects can move.
INDICATOR	3.20.1.	<p>Describe or demonstrate the various ways objects can move, such as straight line, zigzag, back and forth, round and round, fast and slow.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>

INDICATOR	3.20.2.	<p>Use body movement to explore and label various positions/motions by (e.g., dancing, creative movement, and playground activities).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and</p>
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		<p>child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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INDICATOR	3.20.3.	<p>Manipulate, observe, compare, and describe the behavior of various objects on different surfaces or inclines (e.g., rolling objects such as small cars down ramps covered with different materials).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)</p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	3.20.4.	<p>Respond to oral and visual cues (e.g., move your arms back and forth, slowly/quickly).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.21.	Explore and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing.
INDICATOR	3.21.1.	<p>Try different ways of moving various kinds of objects such as cotton balls, corks, feathers, and scarves.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)</p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>

		2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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INDICATOR	3.21.2.	<p>Experiment with moving a variety of objects such as rolling toy vehicles, or spinning tops on different surfaces and inclines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	3.21.3.	<p>Respond to verbal prompts related to movement of objects (e.g., roll the ball, twist the lid).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.PS.	The Physical Sciences
STANDARD / CONCEPT / SKILL	3.22.	Experiment with a variety of objects to determine when the objects can stand and ways that objects can be balanced.
INDICATOR	3.22.1.	<p>Play with various kinds of blocks (e.g., foam, cardboard, wood, hollow, waffle blocks, building panels) to make constructions of various sizes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

INDICATOR	3.22.2.	<p>Use a simple balance scale.</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.2 Begins to explore stability and motion when constructing simple objects/structures
INDICATOR	3.22.3.	<p>Use body movement to explore balance (e.g., using a balance beam or board).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	3.22.4.	<p>Manipulate various kinds of concrete objects while observing how they balance and how changes in position or weight will impact balance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.2 Begins to explore stability and motion when constructing simple objects/structures</p>
INDICATOR	3.22.5.	<p>Explain or demonstrate ways objects can/cannot stand or balance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.2 Begins to explore stability and motion when constructing simple objects/structures</p>

FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.23.	Explore and describe a wide variety of natural and man-made materials through sensory experiences.
INDICATOR	3.23.1.	<p>Feel and use a variety of natural (e.g., wood, cotton, fur, wool, stone, leather) and human-made materials (e.g., plastic, styrofoam, paper) to learn their characteristics and capabilities.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p>

		<p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p>
INDICATOR	3.23.2.	<p>Talk about which materials are natural and which are human made.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p>
INDICATOR	3.23.3.	<p>Construct structures with various materials to determine which do/don't work to achieve the desired purpose (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p>
INDICATOR	3.23.4.	<p>Express hypotheses about why certain materials are/are not appropriate for making various objects (e.g., "What is the table made of? Why is it made of wood and not styrofoam?").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.25.	Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.
INDICATOR	3.25.1.	<p>Play with ramps and vehicles in the block area; pulleys in the sand table.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p> <p>2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play</p>
INDICATOR	3.25.2.	<p>Play with manipulative toys that use gears.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play</p>

INDICATOR	3.25.3.	<p>Construct something that meets their needs (e.g., use building panels to construct a fort to sit in; a parking garage for vehicles out of blocks).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	3.25.4.	<p>Examine a common machine (e.g., hand food grinder) and discuss what it does and how it works.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play</p>
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INDICATOR	3.25.5.	<p>Find examples of simple machines such as ramps, wheels, gears, pulleys, and levers in the environment.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play</p>
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FOCUS / COURSE	MA.STE.	Guiding Preschool Learning in Science and Technology/Engineering
STRAND	STE.TE.	Technology & Engineering
STANDARD / CONCEPT / SKILL	3.26.	Observe and describe ways that animals, birds, and insects use various parts of their bodies to accomplish certain tasks and compare them to ways people would accomplish a similar task.
INDICATOR	3.26.2.	<p>Act out animal behaviors (e.g., the way a bird or squirrel eats nuts/seeds; the way a dog laps water).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.1.	Discuss and identify the order of daily routines.
STANDARD / CONCEPT / SKILL	4.1.1.	<p>Describe what comes first, next, and last in meaningful contexts such as daily routines (e.g., “First we wash our hands; then we sit down; then we open our snacks.” “First we have circle; then choice time; then snacks.”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STANDARD / CONCEPT / SKILL	4.1.2.	<p>Use photographs as sequencing cards to describe children's own daily routines and events such as field trips (describing what came first, next, last).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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STANDARD / CONCEPT / SKILL	4.1.3.	<p>Arrange illustrations from familiar stories in order of occurrence.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.2.	Discuss and use vocabulary related to time in relevant activities.
STANDARD / CONCEPT / SKILL	4.2.1.	<p>Create timelines to represent events in meaningful experiences using words related to time (e.g., now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, month, year) along with drawings, photographs or objects.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
STANDARD / CONCEPT / SKILL	4.2.2.	<p>Count down days to an event with concrete materials such as removing a link on a paper chain.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
STANDARD / CONCEPT / SKILL	4.2.4.	<p>Look at photographs of their parents and grandparents as children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
STANDARD / CONCEPT / SKILL	4.2.5.	<p>Listen to age-appropriate stories about things that happened a long time ago.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.3.	Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.
STANDARD / CONCEPT / SKILL	4.3.3.	<p>Describe how personal experiences/events might have had different outcomes through dramatization, puppetry, representations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
STANDARD / CONCEPT / SKILL	4.3.4.	<p>Listen to age-appropriate stories that describe the consequences of choices by the characters (happy, unhappy, unexpected) and talk</p>

		<p>about or dramatize how outcomes might have been different.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.4.	Engage in activities that build understanding of words for location and direction.
STANDARD / CONCEPT / SKILL	4.4.1.	<p>Take walking trips around the neighborhood, making note of geographic features, landmarks.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 38- Demonstrate an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes simple physical characteristics or aspects of his/her community (landmarks, land features)</p>
STANDARD / CONCEPT / SKILL	4.4.2.	<p>Listen to and use locational terms in body movement activities (e.g., up, down, near, far, left, right, straight, back, behind, in front of, beside, above, below, between).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
STANDARD / CONCEPT / SKILL	4.4.3.	<p>Participate in a variety of experiences that build/reinforce concepts related to directionality (e.g., manipulating blocks/vehicles on a "road rug" or class-made map; moving their bodies through obstacle courses).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial</p>

		relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
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STANDARD / CONCEPT / SKILL	4.4.4.	<p>Talk about and dramatize ways they travel from one place to another (e.g., a bus, car, train, or plane trip with road maps, photographs or brochures of places to visit, souvenirs).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.5.	Construct and describe simple maps of their immediate neighborhood.
STANDARD / CONCEPT / SKILL	4.5.2.	<p>Describe features of familiar places (buildings, stores, places of business) shown in children's representations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 38- Demonstrate an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes simple physical characteristics or aspects of his/her community (landmarks, land features)</p>

STANDARD / CONCEPT / SKILL	4.5.4.	<p>Identify common signs and symbols (e.g., traffic signs, street signs, traffic lights, street and highway markers) and discuss their purpose.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.6.	Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them.
STANDARD / CONCEPT / SKILL	4.6.1.	<p>Talk about why we need classroom and playground rules.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community</p>

		<p>rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
STANDARD / CONCEPT / SKILL	4.6.2.	<p>Take part in developing group goals and rules (e.g., how they will get ready for a walking field trip, what needs to happen at clean-up time).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
STANDARD / CONCEPT / SKILL	4.6.3.	<p>Talk about the consequences of negative behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
STANDARD / CONCEPT / SKILL	4.6.4.	<p>Discuss why there may be different rules in different places (e.g., school rules may be different from rules at home).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
STANDARD / CONCEPT / SKILL	4.6.5.	<p>Discuss who are appropriate authority figures in various settings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
STANDARD / CONCEPT / SKILL	4.6.7.	<p>Discuss what could happen when children are not considerate of one another when such situations arise.</p>

		<p>Progress Monitoring Skills</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.7.	Talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility.

STANDARD / CONCEPT / SKILL	4.7.1.	<p>Listen to and discuss age appropriate stories with characters that make a difference to others, or situations in which characters take care of each other.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STANDARD / CONCEPT / SKILL	4.7.2.	<p>Discuss alternative outcomes of stories if the characters had different traits (e.g., honesty/dishonesty).</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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STANDARD / CONCEPT / SKILL	4.7.4.	<p>Engage in dramatic play to act out their ideas, understandings, and personal experiences related to human character and relationships.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.9.	Discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.

STANDARD / CONCEPT / SKILL	4.9.1.	Talk about and dramatize roles of family members (e.g., create a chart listing each child's family members, and the jobs each person does such as shopping, cooking, cleaning, reading bedtime stories, washing clothes, taking out the trash, mowing the lawn, etc.).
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
STANDARD / CONCEPT / SKILL	4.9.2.	Visit or be visited by community helpers such as police officers, firefighters, doctors, dentists, etc. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
STANDARD / CONCEPT / SKILL	4.9.3.	Set up dramatic play area with uniforms and accessories (e.g., hats, lunch boxes, brief cases, boots, tool kits) that promote community roles such as firefighter, postal worker, librarian. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
STANDARD / CONCEPT / SKILL	4.9.4.	Contribute to class-made books or lists of facts about various community roles and responsibilities. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.10.	Observe and discuss the various kinds of work people do outside and inside their homes.
STANDARD / CONCEPT / SKILL	4.10.1.	Visit or invite visitors to talk about various kinds of work people do, including the work they do at home (e.g., family members, and local employers). <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
STANDARD / CONCEPT / SKILL	4.10.2.	Visit various places of work in the local community to learn the names of various jobs and observe first-hand the kinds of work people do. <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations

STANDARD / CONCEPT / SKILL	4.10.3.	<p>Listen to age appropriate stories about different kinds of jobs and what is required to perform them.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.11.	Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming.
STANDARD / CONCEPT / SKILL	4.11.1.	<p>Make purchases at a store (e.g., foods for a cooking project; paper goods for snacks).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>

STANDARD / CONCEPT / SKILL	4.11.2.	<p>Take neighborhood trips to learn about local jobs and products (e.g., compare bread from a local baker with bread from the supermarket; link with stories such as Bread, Bread, Bread).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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STANDARD / CONCEPT / SKILL	4.11.3.	<p>Create/dramatize roles that include money, buying and selling (e.g., set up a store, restaurant, doctor's office, hair salon with accessories such as play money, cash register, order/receipt book; forms; old checkbooks/credit cards, telephones).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / CONCEPT / SKILL	4.11.4.	<p>Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to acquire things they need/want.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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STANDARD / CONCEPT / SKILL	4.11.5.	<p>Listen to age-appropriate stories that relate to economic concepts (e.g., Jack & the Beanstalk; Uh-Oh It's Mama's Birthday; A Chair for My Mother; Epomynandes).</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
STANDARD / CONCEPT / SKILL	4.11.7.	<p>Conserve materials and goods in meaningful ways (e.g., save paper scraps to use in new projects; use collections of recycled materials for collage and construction).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment. 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.12.	Observe some U.S. national holidays and discuss how and why we celebrate them.
STANDARD / CONCEPT / SKILL	4.12.1.	<p>Listen to age-appropriate stories about national figures and holidays.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
STANDARD / CONCEPT / SKILL	4.12.2.	<p>Participate in developmentally appropriate and meaningful events and activities related to national holidays such as Columbus Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
FOCUS / COURSE	MA.HSS.	Guiding Preschool Learning in History and Social Science
STRAND	4.13.	Observe or listen to important American symbols including the American flag and its colors and shapes; the melody of the national anthem; the picture and name of the current President, and the words of the Pledge of Allegiance.
STANDARD / CONCEPT / SKILL	4.13.3.	<p>Sing songs about the flag; march while holding the flag.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
STANDARD / CONCEPT / SKILL	4.13.4.	Use red, white and blue paint or crayons to make representations of the American flag.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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STANDARD / CONCEPT / SKILL	4.13.6.	See photographs and listen to the name of the President of the United States. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.1.	Listen to and use appropriate language describing the names and functions of parts of the human body.
INDICATOR	5.1.1.	Play games and respond to recordings that ask children to identify and move various parts of the body (e.g., touch your nose, wiggle your arm, tap your foot). <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs

INDICATOR	5.1.2.	Make representations such as drawings, paintings, collages about parts of the body. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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INDICATOR	5.1.3.	Create life-size drawings of their own bodies and label various parts. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and
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		words used in books and songs 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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INDICATOR	5.1.4.	Examine a model of a skeleton or compare the skeletons of different creatures (e.g., “fingers” of a bat, a human, a horse etc.). <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs
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INDICATOR	5.1.5.	Listen to age-appropriate books that use the scientific names of some parts of the body and various body systems. <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.2.	Build body awareness, strength, and coordination through locomotion activities.
INDICATOR	5.2.1.	Use various locomotor skills (walking, running, galloping) to move from one place to another (e.g., across the mat; across the playground). <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play

INDICATOR	5.2.2.	Balance like a flamingo or crane standing on one leg. <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress
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		<p>Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.2.3.	<p>Jump in a series of “baby”, “giant”, “elephant” steps or frog hops; pretend to be various jumping creatures (rabbit, kangaroo, frog, grasshopper); jump to music or the beat of a tambourine; jump along footprints cut out of contact paper.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress</p> <p>Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
INDICATOR	5.2.4.	<p>Hop on one leg then the other, or move forward with their hops.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p>Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.2.5.	<p>Combine large muscle movements with equipment (e.g., riding a tricycle, using a slide or swings).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Verbalizes simple safety rules</p>
INDICATOR	5.2.6.	<p>Respond to movement challenges (e.g., move across the mat backwards, then find 5 or 6 different way to move across it; walk around holding a beanbag on their head, shoulder, elbow).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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INDICATOR	5.2.7.	<p>Engage in activities that involve rocking, swinging, rolling, spinning, jumping, being turned upside-down (research indicates that such stimulation is critical to attention, memory, and sensory development).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.3.	Discuss various aids and accommodations used by people for the activities of daily life.
INDICATOR	5.3.2.	<p>Listen to age-appropriate stories about people with disabilities.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>

INDICATOR	5.3.4.	<p>Role play some conditions that require aids and accommodations and discover the difference in using materials and equipment.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read</p>
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		to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.4.	Build awareness of directionality and position in space.
INDICATOR	5.4.2.	<p>Maneuver through obstacle courses (e.g., go up the steps, slide down the slide, go around the cube, through the tunnel).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
INDICATOR	5.4.3.	<p>Move and place objects in various positions (e.g., “put the ball beside the box; over your head; under your legs”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
INDICATOR	5.4.4.	<p>Move their bodies at various levels (high/low) and pathways (straight, curve, zigzag), for example, stand and walk on a balance board or beam, or walk along a zigzag or curved chalk line outdoors.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.4.5.	<p>Throw and catch objects (catching is more difficult) such as beanbags, rings, balls of yarn, sponge balls of varying size); aim at a target (basket, hoop, carton).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.5.	Use both sides of the body to strengthen bilateral coordination.
INDICATOR	5.5.1.	<p>Jump with both feet over a line or over a “river” created with two pieces of masking tape (the obstacle can be made progressively wider as children gain skill.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
INDICATOR	5.5.2.	<p>Jump over a block or other raised object.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
INDICATOR	5.5.3.	<p>Lift objects with both hands.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	5.5.4.	<p>Push a wheelbarrow or doll buggy with both arms.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	5.5.5.	<p>Use both arms simultaneously to draw big circles on a blackboard.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use</p>

		imagination and creativity with a variety of open ended materials to express self
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INDICATOR	5.5.6.	<p>Carry things with both arms (e.g., a tray full of paper cups, an armful of leaves).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.6.	Alternate the left and right sides of the body and cross the midline of the body.
INDICATOR	5.6.1.	<p>Walk, run, crawl and creep (e.g., pretend to be worms, snakes, lizards, beetles, caterpillars or alligators from familiar stories; crawl to the beat of music).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

INDICATOR	5.6.2.	<p>Climb steps, low ladders, cargo nets, and climbers using alternating movements of legs and arms.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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INDICATOR	5.6.3.	<p>Progress along an overhead ladder or pedal a tricycle.</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance
INDICATOR	5.6.4.	<p>Bounce a ball with each hand or transfer objects from one hand to the other repeatedly (e.g., a ball or beanbag).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
INDICATOR	5.6.5.	<p>Use sweeping motions that extend from one shoulder to the other (e.g., paint at an easel, draw on a large chalkboard).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
INDICATOR	5.6.6.	<p>Follow a path of criss-cross footprint patterns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.6.7.	Transfer objects between two containers placed at opposite sides of the body.

		<p>Progress Monitoring Skills</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.7.	Build upper body strength and stability to gain controlled movement of shoulders.
INDICATOR	5.7.1.	<p>Use materials on vertical surfaces (e.g., easels, chalkboards, Lite Brite®).</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.7.2.	<p>Pour water, sand, etc. from a plastic milk jug, pitcher or watering can into several smaller containers (within child's strength limitation).</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.7.3.	<p>Carry objects at arm's length (e.g., a marble or potato in a spoon); carry objects such as large, hollow blocks.</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
INDICATOR	5.7.4.	Sit, kneel, or lie on a scooter boards (a 12" board with casters), and propel it using arms or legs, holding head and upper body erect (this

		encourages upper body strength). <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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INDICATOR	5.7.5.	Hang with both arms, lifting feet off the ground (e.g. holding onto a trapeze bar, monkey swing, tire swing, or “Tarzan” rope; using an overhead ladder). <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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INDICATOR	5.7.6.	Push objects in a wheelbarrow. <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.8.	Strengthen hand grasp and flexibility.
INDICATOR	5.8.1.	Use a hand hole punch on materials of increasing thickness to punch as many holes as they are able; try to constantly better their own record. Move to heavier weight paper as strength increases. <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
INDICATOR	5.8.2.	Manipulate modeling materials of varying consistency (e.g., play dough, clay, plasticine® or Theraplast®). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	5.8.3.	<p>Squeeze squirt bottles, turkey basters, or syringes in the water table or use them to fill small containers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
INDICATOR	5.8.4.	<p>Use a plant sprayer to spray plants or mix water with food coloring to spray snow.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	5.8.5.	<p>Pinch clothespins and bulldog clips of various strengths around a paper plate.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
INDICATOR	5.8.6.	<p>Use a garlic press to force play dough through the grate.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress</p>

		Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
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INDICATOR	5.8.7.	<p>Play with a variety of manipulative toys (e.g., Tinkertoys®, Legos®, Bristle Blocks®, pop beads).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.9.	Use thumb/forefinger in pincer grasp.
INDICATOR	5.9.1.	<p>Place small objects into a container one by one (e.g., cotton balls, miniature pompoms, Cheerios®, beans, small marshmallows).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

INDICATOR	5.9.2.	<p>Use tweezers, strawberry hullers to pick up objects.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.9.3.	<p>Place small pegs in a pegboard.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.9.4.	<p>Create designs with stickers, Colorforms®</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.9.5.	<p>Use eyedroppers to squeeze drops of colored water onto absorbent paper or coffee filters.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.9.6.	<p>Draw with small pieces of crayon or chalk.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.10.	Use a variety of tools and materials to build grasp-and-release skill.
INDICATOR	5.10.1.	<p>Use tongs, barbecue tools to move objects from one container to another.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>

INDICATOR	5.10.8.	<p>Cut materials with a range of resistance (e.g., tissue paper, wallpaper, fabric, cardboard).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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		2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	5.10.9.	<p>Go through a progressive series of cutting skills including unstructured snipping (e.g., snipping pieces of plastic straws or strips of paper); cutting within a “track,” and cutting on a line and stopping at a marked point.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.11.	Build finger dexterity.
INDICATOR	5.11.1.	<p>Flip coins from “heads” to “tails.”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

INDICATOR	5.11.2.	<p>Link paper clips to make necklaces.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.11.3.	<p>Use dressing frames (snapping, buttoning, zipping).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.11.5.	<p>Manipulate keys in locks of varying sizes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.11.6.	<p>Use one finger at a time in fingerplays (e.g., Where is Thumbkin?).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.11.7.	<p>Create puppet shows with finger puppets.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.11.9.	<p>Use thumb and forefinger to spin a top.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.12.	Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities.
INDICATOR	5.12.2.	<p>Play with a pounding board, typewriter, or keyboard.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

INDICATOR	5.12.3.	<p>Trace around simple stencils and templates.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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		2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	5.12.4.	Use lacing cards or do simple weaving. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	5.12.5.	Use pattern cards for pegs, beads or parquetry blocks. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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INDICATOR	5.12.7.	Follow a left-right movement using an Etch-a-Sketch®; dry-erase board, sand, paints. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	5.12.8.	Follow simple mazes using crayons or markers from a left start point to a right end point. As skills increase, more complex mazes can weave from left to right or curve. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.13.	Discuss nutritious meals and snacks and the difference between junk food and healthy food.
INDICATOR	5.13.1.	Grow vegetables in a garden. <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition:

		<p>Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
INDICATOR	5.13.2.	<p>Have a food-tasting party with samples of a wide variety of nutritious foods, especially those that may be unfamiliar at home, or “snacks” from other cultures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
INDICATOR	5.13.3.	<p>Help to prepare a variety of healthy snacks and meals, and talk about ingredients (e.g., apple sauce, waffles, fruit salad, sandwiches, cranberry relish, scrambled eggs, vegetable soup).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
INDICATOR	5.13.4.	<p>Create books, collages or displays with pictures of healthy/unhealthy foods, or a picture menu of health food choices.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
INDICATOR	5.13.5.	<p>Talk about the nutritional value of various foods (i.e., milk is good for strong bones and teeth, vegetables provide vitamins, breads a cereals provide fiber) and the relationship between a healthy diet and overall health and fitness.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p>

		2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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INDICATOR	5.13.6.	<p>Use replicas of healthy foods in the dramatic play area with themes of cooking, grocery store, or restaurant.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	5.13.7.	<p>Create a recipe book including foods made in class and favorite recipes shared by families.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.PD.	Physical Development
STANDARD / CONCEPT / SKILL	5.14.	Practice personal hygiene and safety measures.
INDICATOR	5.14.1.	<p>Follow consistent routines regarding washing hands and utensils before and after preparing food and eating.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
INDICATOR	5.14.2.	Talk about health and safety rules regarding food preparation and eating (e.g., not sharing food or utensils; not sneezing/coughing near food).

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	5.14.3.	<p>Learn how to use cutting tools safely.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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INDICATOR	5.14.4.	<p>Help to clean surfaces before and after eating with appropriate cleaning solutions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health

STANDARD / CONCEPT / SKILL	5.16.	Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.
INDICATOR	5.16.1.	<p>Listen to/discuss books about emotions and respond to situations in stories in that evoke emotions (e.g., "How is he feeling?")</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
INDICATOR	5.16.2.	<p>Identify emotions in photographs of children and adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
INDICATOR	5.16.3.	<p>Reflect on personal experiences that evoked strong emotions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
INDICATOR	5.16.4.	<p>Talk about ways to express emotions without harming themselves, others, or property (e.g., dancing or exercising until out of breath; using pounding toys; manipulating play dough, talking to an adult).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p>

		<p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
INDICATOR	5.16.5.	<p>Create drawings, paintings, collage, a class book about emotions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
INDICATOR	5.16.6.	<p>Use stories, fingerplays, and songs to illustrate emotions (e.g., sing “If you’re happy and you know it” including “angry, scared, sad,” suggesting gestures/expressions to illustrate feelings).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	5.16.7.	<p>Act out powerful emotions (fear, anger) through dramatic play.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.17.	Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.
INDICATOR	5.17.1.	<p>Use a variety of methods (e.g., dramatization, painting, collage, and narrative) to represent solutions to everyday problems (“What could you do if...?”).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
INDICATOR	5.17.3.	<p>Retell stories of how they successfully solved a problem.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
INDICATOR	5.17.4.	<p>Predict possible consequences of their own actions or decisions in everyday situations or the actions/decisions of characters in stories.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.18.	Talk about how people can be helpful/hurtful to one another.
INDICATOR	5.18.1.	<p>Listen to age appropriate stories about relationships, helpful/hurtful words or actions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
INDICATOR	5.18.3.	Act out what can be done if someone hurts your feelings.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	5.18.4.	Predict what might happen next in various situations. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.19.	Practice independence and self-help skills.
INDICATOR	5.19.1.	Take care of their own needs with the support of adults (e.g., wash hands independently at accessible sinks; handle toileting; dress/undress themselves; hang up clothing). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

INDICATOR	5.19.2.	Serve themselves snacks and meals (e.g., count out certain number of crackers; pour liquids into cups from small lidded pitchers). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers
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INDICATOR	5.19.3.	Manipulate fasteners commonly found on clothing (e.g., buttons, snaps, zippers, laces). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress
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		Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.20.	Describe members of their family and discuss what parents do for their children to keep them safe and healthy.
INDICATOR	5.20.1.	<p>Create representations of family members and their roles (e.g., family portrait, collage, chart).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	5.20.2.	<p>Use vocabulary related to titles of various family members (e.g., aunt, uncle, sister, brother, grandmother, grandfather, grandson, grand-daughter, cousin).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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INDICATOR	5.20.3.	<p>Use props and costumes to act out family roles individually or in small groups in dramatic play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	5.20.5.	<p>Listen to stories about all types of families.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.21.	Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness.
INDICATOR	5.21.1.	<p>Listen to stories about germs and disease, immunization, preventive doctor's visits.</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
INDICATOR	5.21.2.	Create representations of germs and discuss strategies to fight them. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
INDICATOR	5.21.3.	Dramatize dressing appropriately for the weather (e.g., choosing what to wear on a rainy day/snowy day from a box filled with various items of clothing). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
INDICATOR	5.21.4.	Talk about or invite a health care practitioner to talk about illness, and strategies/habits for disease prevention (e.g., covering mouth/nose when sneezing and coughing, disposing of tissues properly; taking medicines, visiting the doctor, immunizations). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
INDICATOR	5.21.5.	Discuss risks, consequences and prevention strategies related to health and safety (e.g., if you go to sleep late, you'll be tired; if you don't wear your coat you'll be cold; if you run in a crowded space you may bump into something and get hurt; using sunscreen, taking vitamins, using rubber gloves). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
INDICATOR	5.21.6.	Talk about the reasons for safety rules (e.g., wearing a seat belt). <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress

		Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.22.	Talk about the common symptoms of illness and injury and what they should do when they hurt or don't feel well.
INDICATOR	5.22.1.	Listen to age-appropriate stories about illness, doctors, hospitals. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books

INDICATOR	5.22.2.	Dramatize experiences related to illness and health care (e.g., set up a hospital or doctor's office with props including stethoscope, forms, bandages). <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	5.22.3.	Make a get-well kit or card for a sick or injured friend or relative. <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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INDICATOR	5.22.4.	Role play through puppets, dolls. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.23.	Discuss tooth care and dental health including brushing, flossing, and healthy foods.
INDICATOR	5.23.1.	Invite a dentist or dental hygienist to visit the program or visiting a dentist's office to see a demonstration of tooth brushing and tooth care. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

INDICATOR	5.23.2.	<p>Create a chart of foods that build healthy teeth.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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INDICATOR	5.23.3.	<p>Brainstorm all the ways teeth are important (e.g., appearance, chewing, talking).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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INDICATOR	5.23.4.	<p>Listen to stories about teeth, losing teeth.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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INDICATOR	5.23.5.	<p>Practice brushing/flossing after snack or lunch.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.24.	<p>Discuss rules for safety in a variety of settings including fire safety, weapons safety, bus safety, seat belt use, playground safety, as well as safety at home and in the community.</p>
INDICATOR	5.24.1.	<p>Visit or be visited by safety officials to explain safety rules in various situations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
INDICATOR	5.24.2.	<p>Share stories about when children have been hurt and what could have been done to prevent it.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
INDICATOR	5.24.3.	<p>Take walking trips to observe traffic signals, signs, and safety rules for crossing streets.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
INDICATOR	5.24.4.	<p>Set up streets and crosswalks in the classroom to practice safety.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
INDICATOR	5.24.5.	<p>Explore ways to reduce hazards and avoid accidents in the classroom, on the playground, at home and in the community (e.g., shopping cart safety; Halloween safety, around bodies of water).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
INDICATOR	5.24.6.	<p>Role play safe play behavior in various situations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
INDICATOR	5.24.7.	<p>Dramatize what to do and who to go to for help in case of a fire or an accident (e.g., stop, drop, and roll).</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations
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INDICATOR	5.24.8.	<p>Make a mural or chart of things that are and are not safe to touch.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.25.	Talk and listen to stories about safe, unsafe, and inappropriate touch and ways to protect themselves.
INDICATOR	5.25.1.	<p>Talk about “good touch/bad touch” and that some parts of their bodies are private (e.g., those covered by a swimsuit).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

INDICATOR	5.25.2.	<p>Discuss that “hands are for helping not hurting.”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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INDICATOR	5.25.3.	<p>Review strategies for protecting themselves (e.g., assertive language and behavior, refusal skills).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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INDICATOR	5.25.4.	<p>Develop a “support system” for help or information (e.g., parents, relatives, teachers, counselors, clergy, police).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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INDICATOR	5.25.5.	Listen to age-appropriate stories about unsafe/inappropriate touch.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
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FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.26.	Talk about what to do when someone gets hurt and the rules for universal precautions (do not touch body fluids; wash hands after touching body fluids).
INDICATOR	5.26.1.	Role play how to wash hands. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.28.	Describe the purpose of medicines and how they can be used or misused, and what to do in an emergency.
INDICATOR	5.28.2.	See photographs of medicines commonly found in homes. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms

FOCUS / COURSE	MA.HE.	Guiding Preschool Learning in Health Education
STRAND	HE.SEH.	Social & Emotional Health
STANDARD / CONCEPT / SKILL	5.29.	Talk about some basic ways they can keep their environment clean or take care of it.
INDICATOR	5.29.1.	Discuss why we need a clean/safe environment and what they can do to make it clean. <u>Progress Monitoring Skills</u> 2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.
INDICATOR	5.29.3.	Take turns leading small groups to pick up waste paper or other things lying around and throw them away or put them in the right place.

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.1.	Explore activities and vocabulary related to movement, balance, strength, and flexibility.
INDICATOR	6.1.1.	<p>Experiment with locomotor movements that move the body from one place to another including crawling, creeping, walking, running, jumping, hopping, galloping, sliding, rolling, climbing).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

INDICATOR	6.1.2.	<p>Try out non-locomotor movements while standing, sitting, kneeling, or lying (e.g., bending, turning, twisting, rolling, stretching, shaking, curling, swinging, rocking, swaying).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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INDICATOR	6.1.3.	<p>Walk on a low balance board or a real or imaginary tightrope (e.g., a line of masking tape, string or chalk on the floor or playground), and as skills increase try moving sideways, backwards.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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INDICATOR	6.1.4.	<p>Push, pull, or lift heavy objects or equipment (e.g., a wagon, wheelbarrow).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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INDICATOR	6.1.5.	<p>Use large outdoor equipment (e.g., climb a ladder or jungle gym, hang from a trapeze).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.2.	Respond to a variety of musical rhythms through body movement.
INDICATOR	6.2.1.	<p>Move to many different styles of instrumental music (e.g., classical, jazz, country and western, disco, swing, rhythm and blues).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

INDICATOR	6.2.2.	Play "statues" and "freeze" when the music stops.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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INDICATOR	6.2.3.	Explore contrasts in force (hard/soft; strong/light) such as stamping, clapping, tapping feet; moving softly “like a feather floating;” being stiff like robots or floppy like rag dolls. <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.3.	Participate in simple sequences of movements and dance to various kinds of music.
INDICATOR	6.3.1.	Imitate simple (2 or 3 step) movement sequences (e.g., “tap, tap, tap your foot, clap, clap clap your hands”). <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities

INDICATOR	6.3.2.	Change one part of a simple movement sequence (e.g., from tap, tap, clap to tap, tap, stamp). <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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INDICATOR	6.3.3.	Sing songs that contain sequences of body motions (e.g., Head, Shoulders, Knees and Toes). <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	6.3.4.	Play traditional games and dances (e.g., Loobie Loo, Hokey Pokey). <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance

STANDARD / CONCEPT / SKILL	6.4.	Express themselves freely through movement.
INDICATOR	6.4.1.	<p>Move to music at their own pace and style.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
INDICATOR	6.4.2.	<p>Invent original ideas through dance, movement, or games such as What Can You Do Punchinello? or challenges such as “Shake something–shake something different.”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
INDICATOR	6.4.3.	<p>Invent various ways to move from one point to another (e.g., across the mat or playground).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.5.	Use props to explore space and movement.
INDICATOR	6.5.1.	<p>Use balls, hoops or beanbags to explore the concepts of over, under, around, in front of, behind.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

INDICATOR	6.5.2.	<p>Use carpet squares, hoops, masking tape to limit personal space and move around without touching others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
INDICATOR	6.5.3.	<p>Explore how far can they reach up/down, side to side, in front of and behind them. How many ways can they move their arms in their space?</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
INDICATOR	6.5.4.	<p>Experiment with various ways to move scarves, streamers, or ribbons (e.g., moving them in small/large circles, swinging, zig-zag, making various shapes in the air, etc.).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
INDICATOR	6.5.5.	<p>Jump in and out of hoops; step in spaces of a ladder placed on the floor.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>

		3.2 Shows purpose and coordination when interacting with people and objects
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.6.	Act out ways that movement and dance can show feelings or convey meaning.
INDICATOR	6.6.1.	<p>Express emotions (e.g., tapping feet or clapping hands like they're happy, angry).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

INDICATOR	6.6.2.	<p>Act out various objects, animals, or characters in various conditions (e.g., moving like a snake, spider, turtle, cat, elephant, frog, dinosaur, a bowl of jello; a very cold person; a leaf in the wind; a washing machine, an egg beater, a magical elf).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	6.6.3.	<p>Listen or move to music that evokes emotion and talk about how it makes them feel (e.g., The Sorcerer's Apprentice, Carmen).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 41- Participate in dance to express creativity: Progress</p>
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		Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MD.	Movement & Dance
STANDARD / CONCEPT / SKILL	6.7.	Develop audience skills by observing performances or artists at work in various aspects of the Arts.
INDICATOR	6.7.2.	<p>Talk about, observe, and use appropriate audience behaviors (respectful watching/listening).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

INDICATOR	6.7.3.	<p>Watch the teacher or a guest dance, play an instrument, sing, demonstrate art.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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INDICATOR	6.7.4.	<p>Observe artists in action by visiting studios or inviting various kinds of artists to visit the classroom and demonstrate their work (e.g., painters, dancers, composers, singers, sculptors, craftspeople, architects, writers, instrumentalists).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
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STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.8.	Sing a variety of songs within children's vocal range, independently and with others.
INDICATOR	6.8.1.	<p>Sing songs with clear, easy melodies.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.8.2.	<p>Sing fingerplays (e.g., Eensy Weensy Spider, Two Little Blackbirds, Where is Thumbkin?).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.8.3.	<p>Sing independently while music is being played (e.g., during center times and free time).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.8.4.	<p>Listen to and sing many nursery rhymes, lullabies, and songs from around the world.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.8.5.	<p>Sing in groups that allow children to respond individually (e.g., good morning songs).</p>

		<p>Progress Monitoring Skills 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.9.	Sing expressively.
INDICATOR	6.9.1.	<p>Use soft and loud voices at appropriate times when singing.</p> <p>Progress Monitoring Skills 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

INDICATOR	6.9.2.	<p>Sing chants, action songs and songs that use intonation to set the mood (e.g., If You're Happy, The Wheels on the Bus, Five Little Pumpkins).</p> <p>Progress Monitoring Skills 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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INDICATOR	6.9.3.	<p>Sing songs that have personal meaning (e.g., songs about their names, body parts, clothes, feelings, animal songs and home and family, songs to celebrate special events and occasions).</p> <p>Progress Monitoring Skills 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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		<p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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INDICATOR	6.9.4.	<p>Sing songs that use gestures to illustrate or substitute for words (e.g., Grey Squirrel, Six Little Ducks).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 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.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.10.	Sing songs with repetitive phrases and rhythmic patterns.
INDICATOR	6.10.1.	<p>Sing songs with dominant rhythm patterns, repetition and nonsense syllables (e.g., Miss Mary Mack, Wiggledy Wobbly Wee).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1</p>

		Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	6.10.2.	<p>Sing songs with rhythmic body movements (e.g., finger plays, Head Shoulders, Knees and Toes, London Bridge is Falling Down).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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INDICATOR	6.10.3.	<p>Sing call-and-response songs (e.g., Did You Feed My Cow? Yes, M'am).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.11.	Listen to various kinds of instrumental music and explore a variety of melody and rhythmic instruments.
INDICATOR	6.11.1.	<p>Explore the sounds made by various rhythm instruments (e.g., wood blocks, sand blocks, notched rhythm sticks, rain sticks) and melody instruments (e.g., tone bar, xylophone, hand bells, piano).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

INDICATOR	6.11.2.	<p>Create hand-made instruments (e.g., pie tin cymbals or guitars, tin can maracas, shakers made with plastic eggs, sandpaper blocks, drums made from boxes).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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INDICATOR	6.11.3.	Listen to music made by a wide variety of instruments including wind, string, and percussion.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	6.11.4.	Invite parents and other visitors to demonstrate music, instruments, and dances from various cultures. <u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.12.	Play instruments using different beats, tempos, dynamics, and interpretation.
INDICATOR	6.12.1.	Play instruments while marching to various tempos and dynamics (fast/slow, loud/soft; e.g., March of the Toys from Babes in Toyland, marches by John Phillip Sousa). <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

INDICATOR	6.12.2.	Imitate simple melodic or rhythmic patterns (e.g., use rhythm sticks, wood blocks or tambourines to keep time with a music with a strong beat such as march or samba). <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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INDICATOR	6.12.3.	Use guided imagery to imitate sounds or a musical beat (e.g., what would a frog jumping sound like? a rabbit hopping? a clock ticking?). <u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1
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		Experiments with vocalizations and different sounds produced by instruments
INDICATOR	6.12.4.	<p>Experiment with playing instruments in different ways (e.g., muffling the sounds of instrument; holding instruments in different positions; striking an instrument hard/softly).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.12.5.	<p>Use musical instruments to enhance storytelling (e.g., ring bells in response to The Doorbell Rang or the Polar Express).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.MU.	Music
STANDARD / CONCEPT / SKILL	6.13.	Listen to, imitate, and improvise sounds, patterns, or songs.
INDICATOR	6.13.1.	<p>Create responses to call-and-response songs (e.g., Little Sir Echo, Old MacDonald, Wheels on the Bus, What Do the Elephants Say Today, Down By the Bay).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.13.2.	<p>Listen and imitate sounds (e.g., recordings of environmental sounds such as a squeaking door, a door bell, howling wind, a babbling brook) with voice, body, or musical instruments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
INDICATOR	6.13.3.	<p>Make up songs about their experiences or make up new words to familiar songs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness</p>

		(discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.14.	Listen to storytellers and watch puppet shows.
INDICATOR	6.14.1.	Listen to visiting storytellers. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books

INDICATOR	6.14.2.	Talk about the characters in puppet shows and what each one said or did. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	6.14.3.	Listen to stories in small and large groups, and tell stories to each other. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.15.	Use dramatic play, costumes, and props to pretend to be someone else.
INDICATOR	6.15.1.	Retell or act out stories or folktales through dramatic play, puppets, flannel board. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

INDICATOR	6.15.2.	Create a character based on stories or through improvisation. <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book
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		2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	6.15.3.	<p>Play out roles with dolls, prop boxes, costumes (e.g., picnic items; post office material: stamp pads, envelopes, crayons, pencils; supermarket items: cash register, play money, grocery boxes).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	6.15.4.	<p>Role play characters from familiar songs, stories and nursery rhymes (e.g., Three Bears, The Three Little Pigs, Humpty Dumpty).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.16.	Create characters through physical movement, gesture, sound, speech, and facial expressions.
INDICATOR	6.16.1.	<p>Pantomime various characters using body movement, facial expression and gestures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

INDICATOR	6.16.3.	<p>Use movement, gesture, voice and facial expressions to convey characteristics or roles of a character (e.g., pretend to be a cook, doctor, ballet dancer, lion, bear, butterfly).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes</p>
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		<p>and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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INDICATOR	6.16.4.	<p>Act out dialogue from familiar stories (e.g., "Who's been sleeping in my bed?" "Little pig, let me come in, I'll huff and I'll puff...") using dramatic play, puppets.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	6.16.5.	<p>Make up dialogue in dramatic play (e.g., act out a grocery store clerk saying, "It will cost 10 cents.").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.TA.	Theatre Arts
STANDARD / CONCEPT / SKILL	6.17.	Create scenarios, props, and settings for dramatizations and dramatic play.
INDICATOR	6.17.1.	<p>Play with other children in dramatic play (e.g., decide who will play various roles).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	6.17.2.	<p>Act out familiar rhymes in pairs or small groups (e.g., Five Little Monkeys; Little Sally Walker).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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INDICATOR	6.17.5.	<p>Paint large appliance cartons to create houses, vehicles.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	6.17.6.	<p>Create group-constructed murals (paint on large wallpaper) for use as a backdrop.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	6.17.7.	<p>Discuss and create settings of stories (e.g., a farm using blocks and models of people and animals in the block area; the cottage of The Three Bears in the kitchen area).</p>
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		<p>Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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INDICATOR	6.17.8.	<p>Arrange furniture to create specific effects for scenes (e.g., set chairs in rows with aisles to recreate a bus or plane; arrange dramatic play area to represent a hospital, grocery store.)</p> <p>Progress Monitoring Skills 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.18.	Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork.
INDICATOR	6.18.1.	<p>Use different types of paints (e.g., tempera, water colors, finger paints) and various textures of paper.</p> <p>Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

INDICATOR	6.18.2.	<p>Use a variety of painting techniques and tools (e.g., various size brushes, sponges, cotton balls, Q-tips, fingerpainting, printing with found objects such as sponges, corks).</p> <p>Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	6.18.8.	<p>Experiment with combining various materials and media.</p> <p>Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>
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		Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	6.18.9.	Listen to and use appropriate vocabulary related to materials (e.g., clay, wire, fabric, yarn, watercolor, tempera, crayon, chalk) and techniques (e.g., collage, painting, drawing, building, sculpture). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.19.	Observe the safe and appropriate use and care of art materials.
INDICATOR	6.19.2.	Take responsibility for caring for various art media respectfully (e.g., make sure lids are on play dough, paint and paste containers securely to prevent evaporation; replace caps on markers). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.20.	Explore and experiment with wet and dry media in a variety of colors including black and white.
INDICATOR	6.20.1.	Listen to and use the names of primary and secondary colors including black and white in various media (e.g., tempera, fingerpaint, watercolors, crayons, markers, chalks). <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

INDICATOR	6.20.2.	Combine primary colors to discover secondary colors using tempera, watercolors, or food coloring.
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		Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	6.20.3.	Paint with black and white and combine them with other colors to achieve shades of light and dark. Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.21.	Explore how color can convey mood and emotion.
INDICATOR	6.21.1.	Talk about how different colors make them feel. Progress Monitoring Skills 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

INDICATOR	6.21.2.	Paint to music that evokes various moods using a variety of colors. Progress Monitoring Skills 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
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STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.22.	Explore various types of lines in artwork and in nature.
INDICATOR	6.22.1.	<p>Draw lines of various sizes (e.g., thin, thick, straight, crooked, curved) using a variety of sizes of paint brushes, markers and crayons and chalk.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
INDICATOR	6.22.2.	<p>Take a “line walk” to observe and label various kinds of lines in the environment (e.g., jagged, straight, curved, thick, thin) on walls, ceilings, buildings and fences or explore architectural lines in environmental photographs.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
INDICATOR	6.22.3.	<p>Examine objects in nature to find naturally occurring lines (e.g., lines on sea shells, in wood, on leaves).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.23.	Experiment with the use of texture in artwork.
INDICATOR	6.23.3.	<p>Use paper or wallpaper of various textures for painting, weaving, printing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</p>

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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INDICATOR	6.23.4.	<p>Make crayon rubbings by placing shapes or textures under paper and rubbing over the surface.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.24.	Use basic shapes and forms of different sizes to create artwork.
INDICATOR	6.24.1.	<p>Create artwork with a theme of circles, squares or triangles or using natural forms.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

INDICATOR	6.24.2.	<p>Print with sponges cut into shapes or objects that are circles, squares and triangles.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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INDICATOR	6.24.3.	<p>Paint on easel paper cut into basic shapes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>
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		<p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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INDICATOR	6.24.4.	<p>Use shapes as a starting point in a drawing or design (e.g., “What can you make with a circle? A triangle?”)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.25.	Explore concepts of pattern and symmetry in the environment and artwork.
INDICATOR	6.25.1.	<p>Look at books that illustrate patterns and symmetry.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

INDICATOR	6.25.2.	<p>Create “ink blot” drawings by folding paper in half, dropping paint in the fold and pressing the refolded paper.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATOR	6.25.3.	<p>Create patterns using shape stickers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial</p>
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		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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INDICATOR	6.25.4.	Explore quilts and observe patterns; then create a class quilt on a mural using shapes/strips of patterned or colored paper. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.26.	Create artwork from memory or imagination.
INDICATOR	6.26.1.	Create drawings, sculptures (e.g., of their pet or of an animal they saw in a zoo). <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

INDICATOR	6.26.2.	Create props for use in imaginary play or performance (e.g., wings, magic wands, snakes). <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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INDICATOR	6.26.3.	Illustrate a story. <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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INDICATOR	6.26.4.	<p>Draw a picture documenting what they did at school.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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FOCUS / COURSE	MA.AR.	Guiding Preschool Learning in the Arts
STRAND	AR.VA.	Visual Arts
STANDARD / CONCEPT / SKILL	6.27.	Choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.
INDICATOR	6.27.1.	<p>Create personal books of their artwork (e.g., photographs of their art in process, actual examples of their artwork).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

INDICATOR	6.27.2.	<p>Work collaboratively to create art work for display (e.g., mural, large fence painting, table top crayon rubbing).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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INDICATOR	6.27.3.	<p>Explain their choice of personal works of art with a teacher, classmate, or parent, and describe how they were made.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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INDICATOR	6.27.4.	<p>Describe elements of their artwork using words for color, line, textures and shapes with teacher prompts (e.g., "Tell me about your painting, sculpture, building...").</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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