



Curriculum Alignment with

Maryland Early Learning Standards

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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.1.	Recognizes self in mirror or photographs:
GRADE EXPECTATION	18-36.1.1.1.1.	Points to his or her own photo in a selection <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.2.	Says own name in response to photo <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.3.	Uses “me” or name:
GRADE EXPECTATION	18-36.1.1.3.1.	<p>“Me Sophie.”</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.1.	Self-Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
EXPECTATION	18-36.1.1.5.	Uses adjectives to refer to self:
GRADE EXPECTATION	18-36.1.1.5.1.	<p>“I big.”</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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices
EXPECTATION	18-36.1.2.1.	Wants to experience world on own terms:
GRADE EXPECTATION	18-36.1.2.1.1.	<p>“I do it.”</p> <p><u>Progress Monitoring Skills</u></p> <p>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: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>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</p> <p>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.2.	Self-Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices
EXPECTATION	18-36.1.2.2.	Uses evaluative words to talk about self:
GRADE EXPECTATION	18-36.1.2.2.1.	<p>“I good girl.”</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress</p> <p>Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress</p> <p>Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress</p> <p>Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress</p> <p>Monitoring Skill: 13.1 Identifies emotions in self</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
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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood
EXPECTATION	18-36.1.3.1.	Shows impulse control by:
GRADE EXPECTATION	18-36.1.3.1.1.	Walking around spilled items <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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.3.	Self-Regulation: Development of the ability to regulate emotions and mood
EXPECTATION	18-36.1.3.2.	Anticipates and follows routines when prompted
GRADE EXPECTATION	18-36.1.3.2.2.	Gets ready to go for a walk <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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.1.	Engages in some joint exploration and associative play
GRADE EXPECTATION	18-36.1.4.1.1.	Attempts to build a block tower with a peer <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

GRADE EXPECTATION	18-36.1.4.1.2.	<p>Takes part in an activity involving 2 or 3 peers</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 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</p>
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GRADE EXPECTATION	18-36.1.4.1.3.	<p>Can wait a short time for “my turn”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
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STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child’s own age
EXPECTATION	18-36.1.4.2.	Shows concern for a peer who is in distress
GRADE EXPECTATION	18-36.1.4.2.1.	<p>Hugging a crying playmate or stopping play when a peer falls down</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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EXPECTATION	18-36.1.4.3.	Includes other children in pretend play
GRADE EXPECTATION	18-36.1.4.3.1.	<p>Playing house or grocery store</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: 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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.4.	Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age
EXPECTATION	18-36.1.4.4.	Shows reciprocal exchanges with peers
GRADE EXPECTATION	18-36.1.4.4.1.	<p>Imitating a peer who is piling sand and looking for the playmate to imitate</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>

GRADE EXPECTATION	18-36.1.4.4.2.	<p>Chasing a peer and then becoming the one who is chased</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.2.	Shares accomplishments with adults
GRADE EXPECTATION	18-36.1.5.2.1.	Calls caregiver over to show a sandcastle he/she built <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

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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.3.	Periodically checks back with caregiver when playing or exploring
GRADE EXPECTATION	18-36.1.5.3.1.	Makes physical contact when in need of reassurance <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

GRADE EXPECTATION	18-36.1.5.3.2.	Calls caregiver over during play <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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.4.	Anxious reaction to unfamiliar adults decreases in intensity <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts

EXPECTATION	18-36.1.5.5.	<p>Begins to appreciate the caregiver has needs and other priorities</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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EXPECTATION	18-36.1.5.6.	<p>Because of this new understanding, begins to soothe self when separated from primary caregiver</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
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EXPECTATION	18-36.1.5.8.	<p>Carries on sustained interactions with caregivers</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
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EXPECTATION	18-36.1.5.9.	<p>Begins to show self-conscious emotions like shame, pride, or embarrassment in addition to already established emotional expressions</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>
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STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.11.	Imitates adult activities
GRADE EXPECTATION	18-36.1.5.11.1.	<p>Pushes a miniature vacuum around</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

		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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GRADE EXPECTATION	18-36.1.5.11.2.	<p>Pretends to saw wood</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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.5.	Adult Interaction: Noticing, relating with and becoming attached to people older than themselves
EXPECTATION	18-36.1.5.12.	Identifies and imitates other people's roles
GRADE EXPECTATION	18-36.1.5.12.1.	<p>Calls attention to a policeman on the street</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>

GRADE EXPECTATION	18-36.1.5.12.2.	<p>Puts on a white shirt and pretends to be a doctor</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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CATEGORY / PERFORMANCE INDICATOR	18-36.1.	Development into social beings (Toddlers: 18 to 36 months)
STANDARD	18-36.1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	18-36.1.6.1.	Notices likenesses and differences
GRADE EXPECTATION	18-36.1.6.1.1.	<p>Stares at someone who is of a different ethnicity</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>

GRADE EXPECTATION	18-36.1.6.1.3.	<p>Comments on a person who wears unfamiliar apparel</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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STANDARD	18-36.1.6.	Social Intelligence: Awareness of diversity and difference
EXPECTATION	18-36.1.6.3.	Preference for same-sex companions over opposite-sex companions
GRADE EXPECTATION	18-36.1.6.3.1.	<p>Is more sociable and interactive with same-sex friends</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 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</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.1.	Exhibits more control and coordination of large muscle and body movement:
GRADE EXPECTATION	18-36.2.1.1.1.	<p>Walks fast and well</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</p>

		<p>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>
GRADE EXPECTATION	18-36.2.1.1.2.	<p>Seldom falls</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>
GRADE EXPECTATION	18-36.2.1.1.3.	<p>Stands and walks on tip toes</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>
GRADE EXPECTATION	18-36.2.1.1.4.	<p>Walks backwards</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>

GRADE EXPECTATION	18-36.2.1.1.6.	<p>Walks, runs with control, climbs well, throws a ball with aim</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>
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GRADE EXPECTATION	18-36.2.1.1.7.	<p>May jump in place</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
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GRADE EXPECTATION	18-36.2.1.1.8.	<p>May balance on one foot for a second or two</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>
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.2.	Uses arms and legs with more purposefulness:
GRADE EXPECTATION	18-36.2.1.2.1.	<p>Catches a ball by trapping it with arms and hands</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

GRADE EXPECTATION	18-36.2.1.2.2.	<p>Pounds object with intention and precision, hammers a peg accurately for example</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>
GRADE EXPECTATION	18-36.2.1.2.3.	<p>Creates simple block structures</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>
GRADE EXPECTATION	18-36.2.1.2.4.	<p>Pushes foot into shoe</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>
GRADE EXPECTATION	18-36.2.1.2.5.	<p>Takes off shoes</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>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.1.	Gross Motor Skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.
EXPECTATION	18-36.2.1.4.	Engages in creative movement and dance spontaneously, and when prompted by music or adult cues
GRADE EXPECTATION	18-36.2.1.4.1.	<p>"Let's march to this music."</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>

GRADE EXPECTATION	18-36.2.1.4.2.	<p>“Can you dance to this music?”</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>
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.2.	Fine Motor Skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	18-36.2.2.1.	<p>Uses a crayon to imitate marks/scribble</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.2.	Fine Motor Skills (small muscle): Eye-hand or skilled sensory coordination
EXPECTATION	18-36.2.2.5.	<p>Shows preference for one hand</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>

EXPECTATION	18-36.2.2.6.	<p>Puts on some easy clothing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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EXPECTATION	18-36.2.2.7.	<p>Holds spoon, fork, cup, but may still spill</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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EXPECTATION	18-36.2.2.8.	<p>Can use a paintbrush but doesn't control drips</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>
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		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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EXPECTATION	18-36.2.2.9.	<p>Can turn the pages of a book</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>
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.3.	<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>
EXPECTATION	18-36.2.3.1.	Sensory thresholds do not interfere with desire to explore surroundings:
GRADE EXPECTATION	18-36.2.3.1.1.	<p>Continues to show increased ability to concentrate with multiple sensory information present</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>

GRADE EXPECTATION	18-36.2.3.1.2.	<p>Increased development in cognitive and motor skills allows for increased ability to explore and form meaning from sensory information</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)</p>
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		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
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GRADE EXPECTATION	18-36.2.3.1.3.	Shows enjoyment and discrimination of increasingly complex sensory information <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
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	18-36.2.3.2.	Visual discrimination more refined:
GRADE EXPECTATION	18-36.2.3.2.1.	Ability to discriminate finer detail in tandem with cognitive development; may notice caregiver's earring <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.3.	Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system.

		Sensory, motor and cognitive skills are interconnected and always influencing each other.
EXPECTATION	18-36.2.3.3.	Hearing discrimination more refined:
GRADE EXPECTATION	18-36.2.3.3.1.	Ability to isolate familiar sounds in tandem with cognitive development <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.1.	Continues to progress with self feeding:
GRADE EXPECTATION	18-36.2.4.1.1.	Holds spoon, fork, cup but may spill <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

GRADE EXPECTATION	18-36.2.4.1.2.	Feeds self alone and well <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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GRADE EXPECTATION	18-36.2.4.1.3.	Pours own milk and juice from small plastic pitcher <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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.2.	Continues to show interest in dressing self:
GRADE EXPECTATION	18-36.2.4.2.1.	Undresses self <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

GRADE EXPECTATION	18-36.2.4.2.2.	Puts on clothing except for buttoning <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
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GRADE EXPECTATION	18-36.2.4.2.3.	<p>Puts on shoes (does not lace, but can manage velcro fastenings)</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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GRADE EXPECTATION	18-36.2.4.2.4.	<p>Puts on own jacket and hat</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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.2.	Development of strong and healthy bodies (Toddlers: 18-36 months)
STANDARD	18-36.2.4.	Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of own needs
EXPECTATION	18-36.2.4.3.	Shows increased interest and proficiency with toileting skills:
GRADE EXPECTATION	18-36.2.4.3.3.	<p>Will wash hands after toileting</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>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.1.	Understands a variety of simple two-step requests such as:
GRADE EXPECTATION	18-36.3.1.1.1.	<p>"Pick up the ball and bring it to me."</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

GRADE EXPECTATION	18-36.3.1.1.2.	<p>Follows multi-step daily routines like washing hands and helping to set the table when prompted</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>
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		<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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	<p>Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.</p>
EXPECTATION	18-36.3.1.2.	Understands name for:
GRADE EXPECTATION	18-36.3.1.2.2.	<p>Familiar people</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>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	<p>Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.</p>
EXPECTATION	18-36.3.1.3.	Understands contrasts such as:
GRADE EXPECTATION	18-36.3.1.3.1.	<p>Yes/no</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>

GRADE EXPECTATION	18-36.3.1.3.2.	<p>Come/go</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: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2</p>
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		Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders
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GRADE EXPECTATION	18-36.3.1.3.3.	Run/stop <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: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.5.	With adult direction, finds items needed for an activity:
GRADE EXPECTATION	18-36.3.1.5.2.	Adult suggestion of finding items needed for an art activity <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.1.	Language Comprehension (receptive language): Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.1.6.	Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity <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
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.1.	Uses words or actions to request assistance from familiar adults:
GRADE EXPECTATION	18-36.3.2.1.1.	Asks for food/drink when hungry <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.2.	Combines words into simple sentences such as:
GRADE EXPECTATION	18-36.3.2.2.1.	"Mommy bye-bye" <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

GRADE EXPECTATION	18-36.3.2.2.2.	"Milk all gone" <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
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.

EXPECTATION	18-36.3.2.3.	Asks and answers simple questions:
GRADE EXPECTATION	18-36.3.2.3.1.	<p>Lots of “what?”, “why?” and “where?” questions such as: “Where is daddy?” “Go to park now?”</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: 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: 20.3 Asks simple “Wh” questions like “Why?” or “What’s that?”</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	<p>Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child’s primary language, sign language, or assistive communication device.</p>
EXPECTATION	18-36.3.2.4.	Uses everyday experiences to build on vocabulary:
GRADE EXPECTATION	18-36.3.2.4.1.	<p>Talks about what they are doing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 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>

GRADE EXPECTATION	18-36.3.2.4.2.	<p>Uses language to convey simple ideas</p> <p><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</p>
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GRADE EXPECTATION	18-36.3.2.4.4.	<p>Uses personal pronouns like I, me, and you with increased proficiency</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: 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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GRADE EXPECTATION	18-36.3.2.4.5.	Vocabulary increases with age <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs
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GRADE EXPECTATION	18-36.3.2.4.7.	May express feelings both physical and emotional <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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.5.	Exhibits increased participation with written forms of communication:
GRADE EXPECTATION	18-36.3.2.5.1.	Looks at books and magazines as if he/she is reading <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

GRADE EXPECTATION	18-36.3.2.5.2.	Makes sounds that relate to pictures in books <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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GRADE EXPECTATION	18-36.3.2.5.3.	<p>Turns pages at the right time</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>
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.6.	Recognizes signs and symbols in the environment:
GRADE EXPECTATION	18-36.3.2.6.1.	<p>Identifies stop sign</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>

GRADE EXPECTATION	18-36.3.2.6.2.	<p>Identifies label or logo from favorite cereal box</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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GRADE EXPECTATION	18-36.3.2.6.3.	<p>Memorizes and repeats phrases of songs, books, and 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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.2.	Language Expression (expressive/productive language) continued: The use of sounds, gestures, words, phrases, or sentences to

		express self. Initial language development occurs within the context of relationship. Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.
EXPECTATION	18-36.3.2.7.	Increases understanding of use of communication tools:
GRADE EXPECTATION	18-36.3.2.7.1.	Converses with other child or adult using play phone <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

GRADE EXPECTATION	18-36.3.2.7.2.	Names scribbles made with marker or crayon by telling others what scribbles mean <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
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.3.	Emotional Expression: Ability to communicate feelings
EXPECTATION	18-36.3.3.1.	Self-conscious emotions appear:
GRADE EXPECTATION	18-36.3.3.1.1.	Shame <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

GRADE EXPECTATION	18-36.3.3.1.2.	Embarrassment <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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
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CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.3.	Emotional Expression: Ability to communicate feelings
EXPECTATION	18-36.3.3.2.	Uses artistic tools for creative expression
GRADE EXPECTATION	18-36.3.3.2.1.	<p>Paints picture using large brush</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>

GRADE EXPECTATION	18-36.3.3.2.2.	<p>Uses crayons or markers to draw, e.g., "This is my mom"</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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.4.	Emotional Understanding: Ability to understand the emotional expressions of self and others
EXPECTATION	18-36.3.4.1.	Begins to talk about and play-act emotions:
GRADE EXPECTATION	18-36.3.4.1.1.	<p>"I sad."</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.3.	Development of ability to communicate (Toddlers: 18-36 months)
STANDARD	18-36.3.4.	Emotional Understanding: Ability to understand the emotional expressions of self and others
EXPECTATION	18-36.3.4.2.	Begins to show sympathetic responding to others:
GRADE EXPECTATION	18-36.3.4.2.1.	<p>Asks if mom is okay when she coughs</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>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world

EXPECTATION	18-36.4.1.1.	Independently explores the immediate environment to investigate what is there
GRADE EXPECTATION	18-36.4.1.1.1.	<p>Asks about a new toy or explores different textures in the natural environment</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>
GRADE EXPECTATION	18-36.4.1.1.2.	<p>Searches for a particular toy</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>
STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.1.	Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world
EXPECTATION	18-36.4.1.2.	Tries new activities, materials and equipment
GRADE EXPECTATION	18-36.4.1.2.1.	<p>Tries unfamiliar art materials</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</p>

		<p>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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GRADE EXPECTATION	18-36.4.1.2.2.	<p>Tries a different musical instrument</p> <p><u>Progress Monitoring Skills</u></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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GRADE EXPECTATION	18-36.4.1.2.3.	<p>Joins in a new song or finger play</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 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.1.	Uses familiar objects in combination
GRADE EXPECTATION	18-36.4.2.1.1.	<p>Uses spoon in bowl, doll in bed, and person in car</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought

EXPECTATION	18-36.4.2.2.	Engages in make believe play acting out simple dramatic play themes with others
GRADE EXPECTATION	18-36.4.2.2.1.	<p>“You baby, me momma”</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>

GRADE EXPECTATION	18-36.4.2.2.2.	<p>Pretends to an animal</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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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.3.	Counts to two or three
GRADE EXPECTATION	18-36.4.2.3.1.	<p>Recites numbers with prompting or adult cues</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.4.	Uses some number words during play or activity
GRADE EXPECTATION	18-36.4.2.4.1.	<p>“I want two.”</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p>

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.5.	Imitates counting rhymes
GRADE EXPECTATION	18-36.4.2.5.1.	One, Two Buckle My Shoe, Three Little Monkeys <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: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.6.	Fills and empties containers with sand, water, or small toys <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.7.	Shows interest in patterns and sequences
GRADE EXPECTATION	18-36.4.2.7.1.	Attempts to follow a pattern with large beads and string or on a peg board <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)
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GRADE EXPECTATION	18-36.4.2.7.2.	Plays matching games <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)
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.8.	Shows some understanding of daily time sequence
GRADE EXPECTATION	18-36.4.2.8.1.	Time for nap, lunch, outdoor play <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.9.	Matches simple shapes
GRADE EXPECTATION	18-36.4.2.9.1.	Using form boards or puzzles -circle, square, triangle <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)

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.10.	Classifies, labels, and sorts objects by characteristics
GRADE EXPECTATION	18-36.4.2.10.2.	Large vs. small

		<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
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GRADE EXPECTATION	18-36.4.2.10.3.	Heavy vs. light <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 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
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STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.2.	Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought
EXPECTATION	18-36.4.2.11.	Arranges objects in lines
GRADE EXPECTATION	18-36.4.2.11.1.	Makes a row of blocks <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)

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.1.	Begins to solve simple problems in his or her head
GRADE EXPECTATION	18-36.4.3.1.1.	Moves a toy to get to another object <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
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CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.2.	Acts out dramatic play role-play themes with others; engages in make- believe play
GRADE EXPECTATION	18-36.4.3.1.2.	Stands on block or other object to reach an item <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

STRAND / DOMAIN	ME.18-36.	Guidelines for Learning & Development
CATEGORY / PERFORMANCE INDICATOR	18-36.4.	Development of curious minds (Toddlers: 18 to 36 months)
STANDARD	18-36.4.3.	Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
EXPECTATION	18-36.4.3.3.	Uses objects for other than their intended purpose
GRADE EXPECTATION	18-36.4.3.3.1.	Using a small block as a phone <u>Progress Monitoring Skills</u> 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.1.	Emotional Development
EXPECTATION	SED-T.1.1.	Wants to experience world on own terms <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

EXPECTATION	SED-T.1.6.	Shows impulse control <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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EXPECTATION	SED-T.1.8.	Shows concern for a peer in distress <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
EXPECTATION	SED-T.1.9.	Notifies, relates and becomes attached to people <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
EXPECTATION	SED-T.1.10.	In new settings, periodically checks back with caregiver when playing and exploring <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXPECTATION	SED-T.1.11.	Anxious reaction to unfamiliar adults decreases in intensity <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
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.2.	Social Development
EXPECTATION	SED-T.2.1.	Development into social beings
GRADE EXPECTATION	SED-T.2.1.5.	Engages in some joint exploration and associative play <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SED-T.	Social and Emotional Development (End of Toddler)
STANDARD	SED-T.2.	Social Development-
EXPECTATION	SED-T.2.1.	Development into social beings
GRADE EXPECTATION	SED-T.2.1.6.	<p>Shows reciprocal exchanges with peers</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and 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>

GRADE EXPECTATION	SED-T.2.1.7.	<p>Seeks out a particular peer to be around</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</p>
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		<p>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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GRADE EXPECTATION	SED-T.2.1.8.	<p>Includes other children in pretend play</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	AL-T.	Approaches to Learning (End of Toddler)
STANDARD	AL-T.1.	Approaches to Learning
EXPECTATION	AL-T.1.1.	<p>Experiments with objects and actions</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</p>

		<p>materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXPECTATION	AL-T.1.2.	<p>Experiences the properties of things, develops curiosity and inquires about the world</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXPECTATION	AL-T.1.3.	<p>Returns to a desired task even when distracted</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXPECTATION	AL-T.1.5.	<p>Engages in make believe play</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</p>

		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
EXPECTATION	AL-T.1.6.	Find simple solutions through trial and error <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
EXPECTATION	AL-T.1.7.	Develops the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression <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
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.1.	Visual Arts
EXPECTATION	CA-T.1.1.	Uses a crayon to imitate marks/scribbles <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
EXPECTATION	CA-T.1.2.	Engages in some joint exploration and associate play <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
EXPECTATION	CA-T.1.3.	Uses artistic tools for creative Expression <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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EXPECTATION	CA-T.1.4.	<p>Tries new activities, materials and equipment; tries unfamiliar art materials</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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.2.	Movement and Dance
EXPECTATION	CA-T.2.1.	<p>Engages in creative movement and dance spontaneously when prompted by music or cues</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>

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.3.	Music
EXPECTATION	CA-T.3.1.	<p>Imitates counting 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>

EXPECTATION	CA-T.3.2.	<p>Memorizes and repeats phrases of songs, books and 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 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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EXPECTATION	CA-T.3.3.	<p>Continues to enjoy listening to rhymes, finger plays and songs of increased complexity</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</p>
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		Experiments with vocalizations and different sounds produced by instruments
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EXPECTATION	CA-T.3.4.	<p>Sensory thresholds do not interfere with desire to explore surroundings</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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EXPECTATION	CA-T.3.5.	<p>Hearing discriminations may become more refined</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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	CA-T.	Creative Arts (End of Toddler)
STANDARD	CA-T.4.	Dramatic Play/Performance
EXPECTATION	CA-T.4.1.	<p>Uses familiar objects in combination</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

EXPECTATION	CA-T.4.2.	<p>Acts out dramatic play themes with others</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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EXPECTATION	CA-T.4.3.	<p>Engages in make-believe play</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION	CA-T.4.4.	<p>Includes other children in pretend play</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.1.	Speaking and Listening
EXPECTATION	ELL-T.1.1.	<p>Carries on sustained interactions with caregivers</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</p>

		<p>or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXPECTATION	ELL-T.1.2.	<p>Uses words or actions to request assistance from familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
EXPECTATION	ELL-T.1.3.	<p>Recognizes names for common objects, familiar people and familiar actions</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: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p> <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: 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>
STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.2.	Language
EXPECTATION	ELL-T.2.1.	<p>Asks and answers simple questions (e.g., What is that? Where is daddy?)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION	ELL-T.2.3.	<p>Combines words into simple sentences</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 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</p>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	ELL-T.	Early Language and Literacy (End of Toddler)
STANDARD	ELL-T.2.	Language
EXPECTATION	ELL-T.2.4.	Uses everyday experiences to build vocabulary:
GRADE EXPECTATION	ELL-T.2.4.1.	<p>May express feelings both physical and emotional</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>

GRADE EXPECTATION	ELL-T.2.4.2.	<p>Talks about what they are doing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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GRADE EXPECTATION	ELL-T.2.4.4.	<p>Refers to self by name</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>
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GRADE EXPECTATION	ELL-T.2.4.5.	<p>Uses personal pronouns like I, me, and you with increased proficiency</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</p>
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		2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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GRADE EXPECTATION	ELL-T.2.4.7.	Vocabulary increases with age <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 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: 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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.1.	Shows increased attention span when being read to <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

STANDARD	RL-T.2.	Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books <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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STANDARD	RL-T.4.	Enjoys listening to stories of increased complexity <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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
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CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.5.	Details-Informational Text
EXPECTATION	RL-T.5.2.	<p>Exhibits increased participation with written forms of communication: Makes sounds that relate to pictures in books</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>

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.6.	Foundational Skills
EXPECTATION	RL-T.6.1.	Exhibits increased participation with written forms of communication:
GRADE EXPECTATION	RL-T.6.1.1.	<p>Looks at books and magazines as if he/she is reading</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>

GRADE EXPECTATION	RL-T.6.1.3.	<p>Enjoys listening to rhymes, finger plays, and songs of increased complexity</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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GRADE EXPECTATION	RL-T.6.1.4.	<p>Recognizes signs and symbols in the environment-memorizes and repeats phrases of songs, books, and 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 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p>
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		<p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.6.	Foundational Skills
EXPECTATION	RL-T.6.2.	Recognizes signs and symbols in the environment:
GRADE EXPECTATION	RL-T.6.2.1.	<p>Identifies stop sign</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 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>

GRADE EXPECTATION	RL-T.6.2.3.	<p>Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity</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 Experiments with vocalizations and different sounds produced by instruments</p>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	RL-T.	Reading Standards for Literature (End of Toddler)
STANDARD	RL-T.7.	Writing Standards
EXPECTATION	RL-T.7.1.	<p>Increases understanding of use of communication tools-names scribbles made with marker or crayon by telling others what scribbles mean</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
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CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.1.	Nutrition
EXPECTATION	PDH-T.1.1.	Continues to progress with self-feeding:
GRADE EXPECTATION	PDH-T.1.1.1.	<p>Holds spoon, fork, cup but may spill</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>

GRADE EXPECTATION	PDH-T.1.1.2.	<p>Feed self alone and well</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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GRADE EXPECTATION	PDH-T.1.1.3.	<p>Pours own milk & juice from small plastic pitcher</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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.2.	Safety
EXPECTATION	PDH-T.2.1.	Periodically checks back with caregiver when playing or exploring:
GRADE EXPECTATION	PDH-T.2.1.1.	<p>Makes physical contact when in need of reassurance</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>

GRADE EXPECTATION	PDH-T.2.1.2.	Calls caregiver over during play
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.2.	Safety
EXPECTATION	PDH-T.2.2.	Anxious reaction to unfamiliar adults decreases in intensity <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts

EXPECTATION	PDH-T.2.3.	Shows impulse control by walking around spilled items <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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.3.	Fine Motor
EXPECTATION	PDH-T.3.1.	Holds object with one hand and manipulates it with the other <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.

EXPECTATION	PDH-T.3.4.	Shows preference for one hand <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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EXPECTATION	PDH-T.3.5.	<p>Puts on some easy clothing</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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EXPECTATION	PDH-T.3.6.	<p>Holds spoon, fork, cup, but may still spill</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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EXPECTATION	PDH-T.3.7.	<p>Can use a paintbrush but doesn't control drips</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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.4.	Gross Motor
EXPECTATION	PDH-T.4.1.	Exhibits more control and coordination of large muscle and body movement:
GRADE EXPECTATION	PDH-T.4.1.1.	<p>Walks fast and well</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

GRADE EXPECTATION	PDH-T.4.1.2.	<p>Seldom falls</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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GRADE EXPECTATION	PDH-T.4.1.3.	Stands and walk on tip toes
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		<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>
GRADE EXPECTATION	PDH-T.4.1.4.	<p>Walks backwards</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>
GRADE EXPECTATION	PDH-T.4.1.6.	<p>Walks, runs with control, climbs well, throws a ball with aim</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>
GRADE EXPECTATION	PDH-T.4.1.7.	<p>May jump in place</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

GRADE EXPECTATION	PDH-T.4.1.8.	<p>May balance on one foot for a second or two</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>
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GRADE EXPECTATION	PDH-T.4.1.9.	<p>Rides tricycle using pedals most of the time</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.4.	Gross Motor
EXPECTATION	PDH-T.4.2.	Uses arms and legs with more purposefulness:
GRADE EXPECTATION	PDH-T.4.2.1.	<p>Catches a ball by trapping it with arms and hands</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

GRADE EXPECTATION	PDH-T.4.2.2.	<p>Pounds object with intention and precision</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: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
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CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.5.	Health Knowledge and Practices
EXPECTATION	PDH-T.5.1.	Continues to show interest in dressing self:
GRADE EXPECTATION	PDH-T.5.1.1.	Undresses self <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

GRADE EXPECTATION	PDH-T.5.1.2.	Puts on clothing except for buttoning <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
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GRADE EXPECTATION	PDH-T.5.1.3.	Puts on shoes (does not lace, but can manage Velcro fasteners) <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
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	PDH-T.	Physical Development and Health (End of Toddler)
STANDARD	PDH-T.5.	Health Knowledge and Practices
EXPECTATION	PDH-T.5.2.	Shows increased interest and proficiency with toileting skills:
GRADE EXPECTATION	PDH-T.5.2.3.	Will wash hands after toileting <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

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	MA-T.	Math (End of Toddler)
STANDARD	MA-T.1.	Independently explores the immediate environment to investigate what is there <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)

STANDARD	MA-T.3.	Counts to two or three <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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STANDARD	MA-T.4.	Imitates counting rhymes <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness
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		(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: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
STANDARD	MA-T.5.	Uses some number words during play or activity <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
STANDARD	MA-T.7.	Uses objects for other than their intended purpose <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
STANDARD	MA-T.9.	Matches simple shapes: using puzzles-circle, square, triangle <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
STANDARD	MA-T.10.	Classifies, labels and sorts objects by characteristics <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
STANDARD	MA-T.11.	Arranges objects in lines <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

		<p>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 relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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STANDARD	MA-T.13.	<p>Shows some understanding of daily time sequence</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>
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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.1.	Physical Science
EXPECTATION	SC-T.1.3.	<p>Classifies, labels and sorts objects</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.2.	Earth Science
EXPECTATION	SC-T.2.1.	<p>Shows some understanding of daily time sequence</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>

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SC-T.	Science (End of Toddler)
STANDARD	SC-T.3.	Life Science
EXPECTATION	SC-T.3.2.	<p>Shows enjoyment and discrimination of increasingly complex sensory information</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p>

		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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EXPECTATION	SC-T.3.4.	Visual discrimination more refined <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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STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.3.	Geography
EXPECTATION	SS-T.3.1.	Independently explores and investigates the immediate environment <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

STRAND / DOMAIN	ME.T.	Early Learning Development Standards
CATEGORY / PERFORMANCE INDICATOR	SS-T.	Social Studies (End of Toddler)
STANDARD	SS-T.4.	History
EXPECTATION	SS-T.4.2.	Notices likenesses and differences <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