



Curriculum Alignment with

Michigan Early Childhood Standards of Quality

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

STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.1.	Infants and toddlers experience environments where their physical health is promoted.
EXPECTATION	ECSQ-IT.A.1.a.	<p>Increasing awareness, understanding, and appreciation of their bodies and how they function.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
EXPECTATION	ECSQ-IT.A.1.b.	<p>Increased coordination (e.g., eye-hand movements)</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	ECSQ-IT.A.1.c.	<p>Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	ECSQ-IT.A.1.d.	<p>Positive attitudes towards eating, sleeping, toileting, and active movement.</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>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.2.	Infants and toddlers experience environments where their social and emotional well-being is nurtured.
EXPECTATION	ECSQ-IT.A.2.a.	<p>Emerging skill in self-regulation.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals</p>
EXPECTATION	ECSQ-IT.A.2.b.	<p>An increasing capacity to pay attention, focus, concentrate, and be involved.</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>
EXPECTATION	ECSQ-IT.A.2.d.	<p>A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</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>
EXPECTATION	ECSQ-IT.A.2.e.	<p>An increasing ability to identify their own emotional responses and those of others.</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>
EXPECTATION	ECSQ-IT.A.2.f.	<p>Confidence and ability to express emotional needs without fear.</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</p>

		<p>Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	ECSQ-IT.A.2.g.	<p>Trust that their social-emotional needs will be responded to.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	ECSQ-IT.A.2.h.	<p>A trusting relationship with nurturing and responsive caregivers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	ECSQ-IT.A.2.i.	<p>The ability to respond and engage in reciprocal interactions.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXPECTATION	ECSQ-IT.A.2.j.	<p>Emerging capacities for caring and cooperation.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.3.	Infants and toddlers experience environments where they are kept safe from harm.
EXPECTATION	ECSQ-IT.A.3.a.	<p>Increasing awareness of what can harm them.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p>

		2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
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EXPECTATION	ECSQ-IT.A.3.b.	Increasing confidence that they can participate and take risks without fear of harm. <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.1.	Infants and toddlers experience environments where they know they belong and have a place.
EXPECTATION	ECSQ-IT.B.1.a.	An attachment to their primary caregivers and primary care group. <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	ECSQ-IT.B.1.e.	Confidence in and an ability to express their ideas. <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.2.	Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.
EXPECTATION	ECSQ-IT.B.2.a.	An understanding of the routines, family customs, and regular events of the program. <u>Progress Monitoring Skills</u>

		<p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	ECSQ-IT.B.2.b.	<p>An understanding that these routines, customs, and regular events can differ from their homes and from other settings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	ECSQ-IT.B.2.d.	<p>Capacities to predict routines and regular events that make up the day or the session.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	ECSQ-IT.B.2.g.	<p>Increasing mastery of self-help skills to assist with daily personal routines.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		<p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	ECSQ-IT.B.2.h.	<p>An increasing sense of independence and competence during daily routines and activities.</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 Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.3.	Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.
EXPECTATION	ECSQ-IT.B.3.a.	<p>An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
EXPECTATION	ECSQ-IT.B.3.b.	<p>A recognition that the setting has reasonable boundaries and expectations for behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and</p>

		<p>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>
EXPECTATION	ECSQ-IT.B.3.c.	<p>The beginning of an understanding of the reasons for boundaries and expectations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
EXPECTATION	ECSQ-IT.B.3.d.	<p>Expectations that the setting is predictable, fair, and consistently caring.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
EXPECTATION	ECSQ-IT.B.3.e.	<p>An increasing awareness of the impact and consequences of their actions</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXPECTATION	ECSQ-IT.B.3.f.	<p>An increasing ability to self-regulate their behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXPECTATION	ECSQ-IT.B.3.g.	<p>The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring</p> <p>Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.4.	Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.
EXPECTATION	ECSQ-IT.B.4.a.	<p>An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <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>

EXPECTATION	ECSQ-IT.B.4.b.	<p>Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.</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: 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: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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EXPECTATION	ECSQ-IT.B.4.c.	<p>The ability to interact with an increasing number of significant people in their lives, beyond their families and primary 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</p>
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		<p>focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 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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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.1.	Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.
EXPECTATION	ECSQ-IT.C.1.a.	<p>Strategies for exploring and satisfying their curiosity.</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	ECSQ-IT.C.1.b.	<p>Symbolic, pretend, and dramatic 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: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION	ECSQ-IT.C.1.c.	<p>Creativity and spontaneity in their 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</p>
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		<p>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	ECSQ-IT.C.1.e.	<p>An emerging understanding that not knowing and being uncertain are part of learning.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION	ECSQ-IT.C.1.f.	<p>Emerging expressions of intentionality in their play and relationships.</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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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.2.	Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.

EXPECTATION	ECSQ-IT.C.2.a.	<p>Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	ECSQ-IT.C.2.b.	<p>Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	ECSQ-IT.C.2.c.	<p>Confidence with moving in space, moving to rhythm, and playing near and with others.</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</p>

		<p>and objects</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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EXPECTATION	ECSQ-IT.C.2.d.	<p>Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.3.	Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.
EXPECTATION	ECSQ-IT.C.3.a.	<p>The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like</p>

		<p>"Why?" or "What's that?"</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
EXPECTATION	ECSQ-IT.C.3.b.	<p>An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.</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> <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	ECSQ-IT.C.3.c.	<p>The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p>

		<p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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EXPECTATION	ECSQ-IT.C.3.d.	<p>The ability to learn new things from the materials and people around them.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.4.	Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.
EXPECTATION	ECSQ-IT.C.4.a.	<p>The ability to question, explore, generate, and modify their own ideas about the world around them.</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> <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	ECSQ-IT.C.4.c.	<p>Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
EXPECTATION	ECSQ-IT.C.4.d.	<p>A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 38- Demonstrate an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes simple physical characteristics or aspects of his/her community (landmarks, land features)</p>
EXPECTATION	ECSQ-IT.C.4.e.	<p>Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</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 / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.5.	Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.
EXPECTATION	ECSQ-IT.C.5.a.	<p>Progressively more complex skills.</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</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 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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EXPECTATION	ECSQ-IT.C.5.b.	<p>The ability to pursue interests independently.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION	ECSQ-IT.C.5.c.	<p>The understanding that they have a significant role in initiating exploration, play, and learning.</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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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
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STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.1.	Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.
EXPECTATION	ECSQ-IT.D.1.a.	<p>The ability to express their feelings and emotions in a range of appropriate ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
EXPECTATION	ECSQ-IT.D.1.c.	<p>Responsive and reciprocal communication skills (e.g., turn-taking).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	ECSQ-IT.D.1.d.	<p>A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).</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	ECSQ-IT.D.1.f.	<p>The inclination and ability to communicate, pay attention, and respond appropriately to others.</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: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	ECSQ-IT.D.1.g.	<p>Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 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,</p>

		activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs
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EXPECTATION	ECSQ-IT.D.1.h.	Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting). <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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EXPECTATION	ECSQ-IT.D.1.i.	Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling). <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.2.	Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.
EXPECTATION	ECSQ-IT.D.2.a.	An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs. <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring

		<p>Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 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> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
EXPECTATION	ECSQ-IT.D.2.b.	<p>Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</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> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2</p>

		Responds to own art and to the art of others and begins to show a preference for art forms
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EXPECTATION	ECSQ-IT.D.2.c.	<p>Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</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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EXPECTATION	ECSQ-IT.D.2.f.	<p>An interest in creating and using symbols/pictures.</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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EXPECTATION	ECSQ-IT.D.2.g.	<p>An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</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: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name) 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.3.	Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.
EXPECTATION	ECSQ-IT.D.3.a.	<p>Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
EXPECTATION	ECSQ-IT.D.3.b.	Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
EXPECTATION	ECSQ-IT.D.3.c.	<p>Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 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> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
EXPECTATION	ECSQ-IT.D.3.d.	<p>An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</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: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress</p>

		Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
EXPECTATION	ECSQ-IT.D.3.e.	<p>An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	ECSQ-IT.D.3.f.	<p>Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</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>
EXPECTATION	ECSQ-IT.D.3.g.	<p>An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</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>
EXPECTATION	ECSQ-IT.D.3.h.	<p>An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress</p>

		<p>Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> <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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EXPECTATION	ECSQ-IT.D.3.i.	<p>Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 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> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> <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 / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.1.	Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.
EXPECTATION	ECSQ-IT.E.1.a.	<p>Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p><u>Progress Monitoring Skills</u></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 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	ECSQ-IT.E.1.b.	<p>Emerging concern for other children who may be excluded from activities because they are different.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 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>
EXPECTATION	ECSQ-IT.E.1.c.	<p>Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</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>
EXPECTATION	ECSQ-IT.E.1.d.	<p>The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</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>
EXPECTATION	ECSQ-IT.E.1.e.	<p>Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</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>

EXPECTATION	ECSQ-IT.E.1.f.	<p>The ability to respond and engage in developmentally appropriate reciprocal interactions.</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>
EXPECTATION	ECSQ-IT.E.1.g.	<p>Emerging skills in caring and cooperation.</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 / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.2.	Infants and toddlers experience environments where they are affirmed as individuals.
EXPECTATION	ECSQ-IT.E.2.a.	<p>A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>

		Monitoring Skill: 37.3 Identifies similarities and differences between self and peers
EXPECTATION	ECSQ-IT.E.2.b.	<p>A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p> <p>2 Year Olds: 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> <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>
EXPECTATION	ECSQ-IT.E.2.c.	<p>A sense of being able to make something happen that matters to them and to others.</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</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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EXPECTATION	ECSQ-IT.E.2.d.	<p>A growing sense that they are valued and that their presence and activities gain positive responses from others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress 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>
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EXPECTATION	ECSQ-IT.E.2.e.	<p>A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p> <p>12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress 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>
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		<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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EXPECTATION	ECSQ-IT.E.2.g.	<p>An awareness of themselves as unique individuals.</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>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.3.	Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.
EXPECTATION	ECSQ-IT.E.3.a.	<p>An increasing ability to take another's point of view and to empathize with others.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	ECSQ-IT.E.3.b.	<p>Ways to enjoy solitary play when they choose to be alone.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
EXPECTATION	ECSQ-IT.E.3.c.	<p>An increasing sense of competence and confidence in growing abilities.</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	ECSQ-IT.E.3.d.	<p>Acceptable ways to assert their independence.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and</p>

		demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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EXPECTATION	ECSQ-IT.E.3.e.	<p>‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</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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EXPECTATION	ECSQ-IT.E.3.f.	<p>An increasing ability to share by showing interest in and awareness of the feelings of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child’s and family’s contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.4.	Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.
EXPECTATION	ECSQ-IT.E.4.b.	<p>A sense of pride in themselves and their families.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring</p>

		Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
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