



# Curriculum Alignment with

## Minnesota's Early Learning Standards

Grade: **Ages 25 to 36 months** - Adopted: **2016**

<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Initiative and Curiosity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL1.</b>	<b>Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things</b>
<b>INDICATORS OF PROGRESS</b>	<b>AL1.6.</b>	<p>Approaches new materials in the environment with interest</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>

<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Initiative and Curiosity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL2.</b>	<b>Wonderment: Child expresses interest in novelty</b>
<b>INDICATORS OF PROGRESS</b>	<b>AL2.3.</b>	<p>Turns objects around, upside down and inside out to examine characteristics</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>

<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL3.	Attending: Child focuses visual and auditory attention on relevant aspects of the environment
INDICATORS OF PROGRESS	AL3.3.	<p>Maintains attention for longer periods of time</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>

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Attentiveness, Engagement and Persistence
INDICATORS OF PROGRESS / STRAND	AL5.	Diligence: Child is focused and productive
INDICATORS OF PROGRESS	AL5.3.	<p>Seeks assistance then persists to complete task</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>

CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Creativity
INDICATORS OF PROGRESS / STRAND	AL7.	Immersion: Child becomes absorbed in the process of exploration
INDICATORS OF PROGRESS	AL7.3.	<p>Shows preference for certain activities, objects and materials through sustained involvement</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences
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<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Creativity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL8.</b>	<b>Playfulness: Child demonstrates a sense of humor and imagination in their play</b>
<b>INDICATORS OF PROGRESS</b>	<b>AL8.5.</b>	Shows interest in other's play and seeks out others to play  <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

<b>INDICATORS OF PROGRESS</b>	<b>AL8.6.</b>	Uses a variety of voice inflections and facial expressions in play; laughs  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Creativity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL9.</b>	<b>Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant</b>

INDICATORS OF PROGRESS	AL9.4.	<p>Begins to organize play and carry out own plans</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: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL10.	Memory: Child stores and retrieves information in order to use it purposefully
INDICATORS OF PROGRESS	AL10.4.	<p>Able to remember and pretend a sequence of events</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

INDICATORS OF PROGRESS	AL10.5.	<p>Recites simple songs, rhymes, a short sequence of letters, numbers, etc.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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CONTENT STANDARD / DOMAIN	AL.	Approaches to Learning (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Processing and Utilizing Information
INDICATORS OF PROGRESS / STRAND	AL11.	Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections
INDICATORS OF PROGRESS	AL11.3.	<p>Begins to use one object to stand for another in play. (block as a telephone)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

INDICATORS OF PROGRESS	AL11.4.	<p>After exploring and experimenting with materials, labels their creation</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Processing and Utilizing Information</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL12.</b>	Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
<b>INDICATORS OF PROGRESS</b>	<b>AL12.4.</b>	Makes inferences based on what is seen, heard, smelled, etc.  <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

<b>INDICATORS OF PROGRESS</b>	<b>AL12.5.</b>	Considers possibilities for why something happened  <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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<b>CONTENT STANDARD / DOMAIN</b>	<b>AL.</b>	<b>Approaches to Learning (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Processing and Utilizing Information</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>AL13.</b>	Problem Solving: Child seeks and finds solutions to problems
<b>INDICATORS OF PROGRESS</b>	<b>AL13.3.</b>	Communicates to others that there is a problem and request that they solve it  <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

<b>CONTENT STANDARD / DOMAIN</b>	<b>A.</b>	<b>The Arts (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Exploring the Arts</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>A1.</b>	Child shows an interest in learning about different artistic experiences
<b>INDICATORS OF PROGRESS</b>	<b>A1.3.</b>	Investigates different art experiences  <u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self

		2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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<b>CONTENT STANDARD / DOMAIN</b>	<b>A.</b>	<b>The Arts (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Exploring the Arts</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>A2.</b>	Child can distinguish differences within each area of artistic expression
<b>INDICATORS OF PROGRESS</b>	<b>A2.3.</b>	Chooses a artistic expression of their choice  <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

<b>CONTENT STANDARD / DOMAIN</b>	<b>A.</b>	<b>The Arts (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Using the Arts to Express Ideas and Emotions</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>A3.</b>	Child demonstrates interest and emotions in artistic expression
<b>INDICATORS OF PROGRESS</b>	<b>A3.3.</b>	Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc...) and shares ideas  <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

<b>CONTENT STANDARD / DOMAIN</b>	<b>A.</b>	<b>The Arts (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Using the Arts to Express Ideas and Emotions</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>A4.</b>	Child understands patterns in artistic media
<b>INDICATORS OF PROGRESS</b>	<b>A4.3.</b>	Begins to duplicate artistic patterns  <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

<b>CONTENT STANDARD / DOMAIN</b>	<b>A.</b>	<b>The Arts (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Self-Expression in the Arts</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>A5.</b>	Child uses art for self-expression
<b>INDICATORS OF PROGRESS</b>	<b>A5.3.</b>	Shares feelings and ideas through the arts  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self

		<p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>LLC.</b>	<b>Language, Literacy and Communications: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Listening and Understanding; Receptive Language</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>L1.</b>	Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)
<b>INDICATORS OF PROGRESS</b>	<b>L1.8.</b>	<p>Shows understanding of questions and statements about people, objects, ideas, and feelings</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>

<b>INDICATORS OF PROGRESS</b>	<b>L1.9.</b>	<p>Points to or places an object in/out, under/over and top/bottom when asked</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
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<b>INDICATORS OF PROGRESS</b>	<b>L1.10.</b>	<p>Notifies when adults use unusual or uncommon words</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>LLC.</b>	<b>Language, Literacy and Communications: Cognitive (2-3 Years)</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L2.	Social conversation: Child meaningfully engages in talk
INDICATORS OF PROGRESS	L2.7.	Uses sounds, signs, words, phrases for desires and interests  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Communicating and Speaking; Expressive Language
INDICATORS OF PROGRESS / STRAND	L3.	Vocabulary and syntax: Child understands word order and grammatical rules
INDICATORS OF PROGRESS	L3.7.	Uses increasingly complex and varied vocabulary and language  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs

INDICATORS OF PROGRESS	L3.8.	Rapidly increases use of descriptive words such as giant, scary, silly  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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INDICATORS OF PROGRESS	L3.9.	Uses ver  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L4.	Motivation, engagement: Child has an interest in and sustained attention for literacy acts
INDICATORS OF PROGRESS	L4.9.	Focuses on a book while listening to the reader  <u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts:

		Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>LLC.</b>	<b>Language, Literacy and Communications: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Emergent Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>L5.</b>	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language
<b>INDICATORS OF PROGRESS</b>	<b>L5.7.</b>	Repeats different sounds in rhymes and familiar words  <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

<b>INDICATORS OF PROGRESS</b>	<b>L5.8.</b>	Distinguishes between spoken language and environmental sounds  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
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<b>INDICATORS OF PROGRESS</b>	<b>L5.9.</b>	Recalls previously heard words, songs, and rhymes  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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<b>CONTENT STANDARD / DOMAIN</b>	<b>LLC.</b>	<b>Language, Literacy and Communications: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Emergent Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>L6.</b>	Letter recognition: Child recognizes the shapes of letters and recalls the names of letters
<b>INDICATORS OF PROGRESS</b>	<b>L6.4.</b>	Recognizes symbols, colors, and shapes  <u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name) 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)

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L7.	Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print
INDICATORS OF PROGRESS	L7.6.	Demonstrates understanding that print has meaning  <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)

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L8.	Comprehension of narrative text: Child understands the events and order of events in a story
INDICATORS OF PROGRESS	L8.8.	Acts out, draws, or describes parts of a story  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 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: 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

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L9.	Writing conventions: Child understands the forms and function of written language
INDICATORS OF PROGRESS	L9.6.	Uses scribbles, shapes, or pictures to represent thoughts and ideas  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects

INDICATORS OF PROGRESS	L9.7.	<p>Demonstrates interest in writing as a way of communicating</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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INDICATORS OF PROGRESS	L4.9.	<p>Focuses on a book while listening to the reader</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: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
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CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L5.	Phonological awareness: Child is able to hear and understand the discrete sounds that make up language
INDICATORS OF PROGRESS	L5.7.	<p>Repeats different sounds in rhymes and familiar words</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>

INDICATORS OF PROGRESS	L5.8.	<p>Distinguishes between spoken language and environmental sounds</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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INDICATORS OF PROGRESS	L5.9.	<p>Recalls previously heard words, songs, and rhymes</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading

INDICATORS OF PROGRESS / STRAND	L6.	Letter recognition: Child recognizes the shapes of letters and recalls the names of letters
INDICATORS OF PROGRESS	L6.4.	<p>Recognizes symbols, colors, and shapes</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: 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>

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L7.	Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print
INDICATORS OF PROGRESS	L7.6.	<p>Demonstrates understanding that print has meaning</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: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

CONTENT STANDARD / DOMAIN	LLC.	Language, Literacy and Communications: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Emergent Reading
INDICATORS OF PROGRESS / STRAND	L8.	Comprehension of narrative text: Child understands the events and order of events in a story
INDICATORS OF PROGRESS	L8.8.	<p>Acts out, draws, or describes parts of a story</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <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: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>CONTENT STANDARD / DOMAIN</b>	<b>LLC.</b>	<b>Language, Literacy and Communications: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>L9.</b>	<b>Writing conventions: Child understands the forms and function of written language</b>
<b>INDICATORS OF PROGRESS</b>	<b>L9.6.</b>	<p>Uses scribbles, shapes, or pictures to represent thoughts and ideas</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
<b>INDICATORS OF PROGRESS</b>	<b>L9.7.</b>	<p>Demonstrates interest in writing as a way of communicating</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Number Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>M1.</b>	<b>Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</b>
<b>INDICATORS OF PROGRESS</b>	<b>M1.5.</b>	<p>Recites number words but not necessarily in the correct order</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
<b>INDICATORS OF PROGRESS</b>	<b>M1.6.</b>	<p>Recites number words correctly, up to 3</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
<b>INDICATORS OF PROGRESS</b>	<b>M1.7.</b>	<p>Names familiar numerals</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M3.	Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set
INDICATORS OF PROGRESS	M3.2.	Gives 1 item correctly, upon request  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects

INDICATORS OF PROGRESS	M3.3.	Gives 2 items or more upon request for 2, inconsistently  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects
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CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M5.	Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have
INDICATORS OF PROGRESS	M5.5.	Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Number Knowledge
INDICATORS OF PROGRESS / STRAND	M6.	Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes
INDICATORS OF PROGRESS	M6.1.	Notifies when the quantity of a set of up to 4 objects has increased or decreased  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships



		using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Measurement</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>M7.</b>	Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)
<b>INDICATORS OF PROGRESS</b>	<b>M7.3.</b>	Brings objects closer together to compare them  <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)

<b>INDICATORS OF PROGRESS</b>	<b>M7.4.</b>	Imitates using an object to measure another object  <u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height
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<b>INDICATORS OF PROGRESS</b>	<b>M7.5.</b>	Identifies which of two small sets (less than 4) is more upon request  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
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<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Patterns</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>M8.</b>	Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity
<b>INDICATORS OF PROGRESS</b>	<b>M8.4.</b>	Follows an unfamiliar simple pattern (sound, body, color, size, movement)  <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)

<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Geometry and Spatial Thinking</b>



INDICATORS OF PROGRESS / STRAND	M9.	Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.
INDICATORS OF PROGRESS	M9.2.	<p>Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together  2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>

CONTENT STANDARD / DOMAIN	M.	Mathematics (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Geometry and Spatial Thinking
INDICATORS OF PROGRESS / STRAND	M10.	Transformations and symmetry: The child can locate and manipulate shapes in space
INDICATORS OF PROGRESS	M10.4.	<p>Adjusts position and movement of own body relative to objects</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

INDICATORS OF PROGRESS	M10.5.	<p>Explores how objects fit together in space</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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INDICATORS OF PROGRESS	M10.6.	<p>Rotates objects to fit through holes</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>M.</b>	<b>Mathematics (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Data Analysis</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>M12.</b>	Sorting: The child recognizes that objects can be sorted by attributes
<b>INDICATORS OF PROGRESS</b>	<b>M12.3.</b>	<p>Explores sorting</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

<b>INDICATORS OF PROGRESS</b>	<b>M12.4.</b>	<p>Imitates sorting</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>P.</b>	<b>Physical and Movement Development (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Gross Motor</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>P2.</b>	Early infancy- movement In and out of position: Child moves voluntarily and purposefully
<b>INDICATORS OF PROGRESS</b>	<b>P3.9.</b>	<p>Walks on some different surfaces</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>

<b>CONTENT STANDARD / DOMAIN</b>	<b>P.</b>	<b>Physical and Movement Development (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Gross Motor</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>P3.</b>	<b>Locomotion: Childs moves their body through space from one place to another</b>
<b>INDICATORS OF PROGRESS</b>	<b>P3.11.</b>	Runs in games and freely  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play

<b>INDICATORS OF PROGRESS</b>	<b>P3.12.</b>	Climbs onto/off furniture  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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<b>INDICATORS OF PROGRESS</b>	<b>P3.13.</b>	Jumps with two feet over a line  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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<b>CONTENT STANDARD / DOMAIN</b>	<b>P.</b>	<b>Physical and Movement Development (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Gross Motor</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>P4.</b>	<b>Object control: Child can manipulate objects to propel or receive</b>
<b>INDICATORS OF PROGRESS</b>	<b>P4.3.</b>	Pushes medium size ball forward with foot  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects

<b>INDICATORS OF PROGRESS</b>	<b>P4.4.</b>	Rolls a small ball to close target  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and
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		child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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INDICATORS OF PROGRESS	P4.5.	Throws a small ball close to target  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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CONTENT STANDARD / DOMAIN	P.	Physical and Movement Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P5.	Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects
INDICATORS OF PROGRESS	P5.9.	Turns pages of a book  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

INDICATORS OF PROGRESS	P5.10.	Grasps a crayon to scribble  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects
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INDICATORS OF PROGRESS	P5.11.	Stacks 4 blocks  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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CONTENT STANDARD / DOMAIN	P.	Physical and Movement Development (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fine Motor
INDICATORS OF PROGRESS / STRAND	P6.	Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene

INDICATORS OF PROGRESS	P6.8.	Attempts to dress self for indoors with support (help with buttons and zippers)  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
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CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Discover
INDICATORS OF PROGRESS / STRAND	ST2.	Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings
INDICATORS OF PROGRESS	ST2.6.	Identifies and uses some tools for their intended purpose  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)

CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Act
INDICATORS OF PROGRESS / STRAND	ST3.	Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.
INDICATORS OF PROGRESS	ST3.8.	Uses a variety of strategies to carry out ideas  <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

INDICATORS OF PROGRESS	ST3.10.	Demonstrates resilience in trial and error process  <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
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CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST4.	Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions
INDICATORS OF PROGRESS	ST4.6.	Makes guesses at possible explanations or conclusions  <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST5.	Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others
INDICATORS OF PROGRESS	ST5.5.	Describes details associated with an experience such as materials, possible causes and effects  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.5 Demonstrates understanding of cause and effect in the physical and social environment

INDICATORS OF PROGRESS	ST5.6.	Listens to others ideas and points of view  <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
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INDICATORS OF PROGRESS	ST5.8.	Scribbles or draws to show and/or share ideas  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
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CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integrate
INDICATORS OF PROGRESS / STRAND	ST6.	Apply: Child leverages and uses knowledge unprompted or in a new situation.
INDICATORS OF PROGRESS	ST6.3.	Generalizes knowledge gained from one situation to another  <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

INDICATORS OF PROGRESS	ST6.4.	Recognizes relevant attributes to inform the development of a rule  <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Begins to describe basic properties of matter (hard, soft, wet, dry, warm, cold)
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<b>CONTENT STANDARD / DOMAIN</b>	<b>SE.</b>	<b>Social and Emotional Development (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Self and Emotional Awareness</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>S1.</b>	Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”
<b>INDICATORS OF PROGRESS</b>	<b>S1.5.</b>	Demonstrates or describes personal skills, likes, or dislikes  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences

<b>CONTENT STANDARD / DOMAIN</b>	<b>ST.</b>	<b>Scientific Thinking: Discover (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integrate</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>S1.</b>	Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”
<b>INDICATORS OF PROGRESS</b>	<b>S1.7.</b>	Seeks out available social-emotional resources such as adults, peers or things for support  <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

<b>CONTENT STANDARD / DOMAIN</b>	<b>ST.</b>	<b>Scientific Thinking: Discover (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integrate</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>S3.</b>	Emotions: Child demonstrates understanding of own emotions, others’ emotions, and awareness of emotions becoming reactions and behaviors
<b>INDICATORS OF PROGRESS</b>	<b>S3.5.</b>	Recognizes and describes own emotions  <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

<b>INDICATORS OF PROGRESS</b>	<b>S3.6.</b>	Shows some understanding of others’ emotional expressions  <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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<b>CONTENT STANDARD / DOMAIN</b>	<b>ST.</b>	<b>Scientific Thinking: Discover (2-3 Years)</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S4.	Managing thinking: Child manages attention and thoughts
INDICATORS OF PROGRESS	S4.6.	Frequently pays attention to both familiar and new objects and experiences  <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
INDICATORS OF PROGRESS	S4.8.	Responds to soothing or redirection when playing or learning does not go as expected  <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
CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Self-Management
INDICATORS OF PROGRESS / STRAND	S5.	Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently
INDICATORS OF PROGRESS	S5.11.	Uses a wide variety of self-comforting behaviors  <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
INDICATORS OF PROGRESS	S5.12.	Communicates specific needs, wants, and discomfort to adults  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
INDICATORS OF PROGRESS	S5.14.	Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals



INDICATORS OF PROGRESS	S5.15.	<p>Waits briefly to obtain something desired</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
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CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S6.	Social responsiveness: Child notices and responds to others and their emotions
INDICATORS OF PROGRESS	S6.5.	<p>Identifies others' basic emotional cues</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>

INDICATORS OF PROGRESS	S6.6.	<p>Shows concern for others through efforts to help or comfort</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CONTENT STANDARD / DOMAIN	ST.	Scientific Thinking: Discover (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Social Understanding and Relationships
INDICATORS OF PROGRESS / STRAND	S7.	Building relationships: Child establishes and sustains relationships with
INDICATORS OF PROGRESS	S7.6.	<p>Seeks out familiar adults and children for conversation and play</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: 17.1 Engages in multiple back-and-forth communicative interactions with</p>

		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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
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<b>CONTENT STANDARD / DOMAIN</b>	<b>ST.</b>	<b>Scientific Thinking: Discover (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Social Understanding and Relationships</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>S8.</b>	<b>Social skills: Child responds to and interact with others in a meaningful way</b>
<b>INDICATORS OF PROGRESS</b>	<b>S8.4.</b>	<p>Enters play groups using various strategies</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>

<b>INDICATORS OF PROGRESS</b>	<b>S8.5.</b>	<p>Seeks a preferred playmate</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</p>
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		and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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INDICATORS OF PROGRESS	SS8.6.	Shows flexibility in roles during play  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Community, People and Relationships
INDICATORS OF PROGRESS / STRAND	SS1.	Self-identity in the community: Understands the different ways people form their identity
INDICATORS OF PROGRESS	SS1.4.	Begins to explore the physical characteristics that make an individual unique  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique

		characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers
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<b>CONTENT STANDARD / DOMAIN</b>	<b>SS.</b>	<b>Social Systems: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Community, People and Relationships</b>
<b>INDICATORS OF PROGRESS / STRAND</b>		Self-identity in the community: Understands the different ways people form their identity
<b>INDICATORS OF PROGRESS</b>	SS1.5.	Asks questions about similarities and differences in other people in the community  <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)

<b>CONTENT STANDARD / DOMAIN</b>	<b>SS.</b>	<b>Social Systems: Cognitive (2-3 Years)</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Change over Time</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	SS3.	Personal history: Child explores the concepts of past, present and future in relation to personally significant events
<b>INDICATORS OF PROGRESS</b>	S3.4.	Notifies age and size differences between self and others  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers

INDICATORS OF PROGRESS	SS3.5.	<p>Notices change in a daily routine</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines  2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Environment
INDICATORS OF PROGRESS / STRAND	SS5.	Conservation: Understands that some environmental resources are limited
INDICATORS OF PROGRESS	SS5.3.	<p>With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 With adult support, participates in activities that protect the environment.</p>

CONTENT STANDARD / DOMAIN	SS.	Social Systems: Cognitive (2-3 Years)
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Economics
INDICATORS OF PROGRESS / STRAND	SS7.	Economic reasoning: Child begins to understand basic economic principles
INDICATORS OF PROGRESS	SS7.1.	<p>Participates in turn taking activities with support</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>

INDICATORS OF PROGRESS	SS7.2.	<p>Asks for needs to be met</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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INDICATORS OF PROGRESS	SS7.3.	<p>Explores the exchange of goods</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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