



# Curriculum Alignment with

## Montana Early Learning Standards

Grade: **Ages 25 to 36 months** - Adopted: **2014**

CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community
GRADE LEVEL EXPECTATION / BENCHMARK	1.1.	Culture: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.
EXPECTATION	1.1.a.	<p>Distinguish primary caregiver from others.</p> <p><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</p>
EXPECTATION	1.1.b.	<p>Notice others' physical characteristics.</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	1.1.c.	<p>Interact with diverse groups and individuals.</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	1.1.d.	<p>Know poems, songs, and stories from a variety of cultures and people, including his or her own family.</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	1.1.e.	<p>Explore gender roles through dramatic play.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book            2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	1.1.f.	<p>Demonstrate awareness and appreciation for own cultural background and heritage.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p>

		<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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EXPECTATION	1.1.g.	<p>Ask questions about other children and adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <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>
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EXPECTATION	1.1.h.	<p>Demonstrate respect for similarities and differences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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EXPECTATION	1.1.i.	<p>Describe differences between people in different ages and stages.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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EXPECTATION	1.1.j.	<p>Demonstrate knowledge as well as awareness and appreciation for own culture.</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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EXPECTATION	1.1.k.	<p>Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors.</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> <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>
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EXPECTATION	1.1.l.	<p>Demonstrate awareness, knowledge, and appreciation for another culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community

GRADE LEVEL EXPECTATION / BENCHMARK	1.2.	Family: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.
EXPECTATION	1.2.b.	<p>Show preference for and seek comfort from a familiar adult.</p> <p><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</p>
EXPECTATION	1.2.d.	<p>Use gestures, words, or glances to stay connected with familiar adults.</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	1.2.e.	<p>Respond when approached by an unfamiliar adult.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION	1.2.f.	<p>Identify family members verbally and through gestures.</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>
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Culture, Family, and Community
GRADE LEVEL EXPECTATION / BENCHMARK	1.3	Community: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.
EXPECTATION	1.3.c.	<p>Participate in parallel play next to another child.</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</p>

		<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: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
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EXPECTATION	1.3.e.	<p>Play the role of different family or community members.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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EXPECTATION	1.3.f.	<p>Demonstrate a beginning awareness of the function of money and commerce.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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EXPECTATION	1.3.g.	<p>Recognize community workers and describe their jobs.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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EXPECTATION	1.3.i.	<p>Describe what she wants to be when grown up.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.4.	Self-Concept: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.
EXPECTATION	1.4.a.	<p>Explore hands and feet with fascination.</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:</p>

		<p>3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXPECTATION	1.4.c.	<p>React to hearing his or her own name.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
EXPECTATION	1.4.d.	<p>Recognize own body as belonging to self.</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: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 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>
EXPECTATION	1.4.e.	<p>Show pleasure or pride when achieving a skill.</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>

		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
EXPECTATION	1.4.g.	<p>Name different body parts.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXPECTATION	1.4.i.	<p>Describe personal preferences and interests.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.5.	Self-Efficacy: Children demonstrate a belief in their abilities.
EXPECTATION	1.5.a.	<p>Respond to attention.</p> <p><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</p>
EXPECTATION	1.5.c.	<p>Show likes and dislikes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
EXPECTATION	1.5.f.	<p>Accept and adjust when things do not go his way.</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>
EXPECTATION	1.5.g.	<p>Accept and adjust when things do not go his way.</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>



EXPECTATION	1.5.h.	<p>Take risks to try new things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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EXPECTATION	1.5.i.	<p>Exhibit independence.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.6.	Self-Regulation: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.
EXPECTATION	1.6. a.	<p>Fuss or cry when hungry, tired, wet, or over-stimulated.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>

EXPECTATION	1.6.b.	<p>Calm and relax when comforted.</p> <p><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</p>
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EXPECTATION	1.6.c.	<p>Develop increasing consistency in sleeping, eating, and waking patterns.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:</p>
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		Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
EXPECTATION	1.6.d.	<p>Follow a few consistently set rules and routines.</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>
EXPECTATION	1.6.e.	<p>Rely on adults for reassurance and help in controlling feelings and behaviors.</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>
EXPECTATION	1.6.f.	<p>Strive for independence.</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	1.6.g.	<p>Recognize own needs and take steps to fulfill them.</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	1.6.i.	<p>Show empathy for others when he or she sees the consequences of his or her actions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and</p>

		concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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EXPECTATION	1.6.j.	Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed.  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Emotional Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.7.	Expression of Emotions: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.
EXPECTATION	1.7.a.	Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling.  <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

EXPECTATION	1.7.b.	Calm self when upset.  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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EXPECTATION	1.7.c.	Shift attention away from a distressing event to manage emotions.  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
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EXPECTATION	1.7.d.	Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself.  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring
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		<p>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	1.7.e.	<p>Use words and dramatic play to describe, understand, and control impulses and feelings.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.1 Identifies emotions in self  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring  Skill: 14.1 Uses adult support to cope with strong emotions  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring  Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring  Skill: 16.2 Identifies emotions of others  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring  Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring  Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	1.7.f.	<p>Respond to another's emotional reactions.</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	1.7.g.	<p>Seek adult assistance for help resolving strong emotions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.1 Identifies emotions in self  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring  Skill: 16.2 Identifies emotions of others</p>
EXPECTATION	1.7.h.	<p>Associate emotions with words and facial expressions and communicate his or her feelings.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.1 Identifies emotions in self  2 Year Olds: 13- Engages in self-expression: Progress Monitoring  Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

		2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
EXPECTATION	1.7.i.	Express a deeper and wider range of 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
EXPECTATION	1.7.j.	Modify behaviors and emotions based on the environment and situation.  <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
CONTENT STANDARD / DOMAIN	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Social Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.8.	Interaction with Adults: Children show trust, develop emotional bonds, and interact comfortably with adults.
EXPECTATION	1.8.a.	Show preference for and seek comfort from a familiar adult.  <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	1.8.b.	Establish and maintain positive interactions with caregivers.  <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
EXPECTATION	1.8.c.	Demonstrate feeling safe with familiar adults.  <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	1.8.d.	<p>Respond appropriately to familiar adults' greetings.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	1.8.e.	<p>Respond to requests made by familiar adults.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	1.8.f.	<p>Use pretend play as a way of making sense of relationships.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	1.8.g.	<p>Initiate and maintain interactions with adults using conversation or 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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	1.8.h.	<p>Express appropriate affection for significant adults.</p> <p><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</p>

		2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
EXPECTATION	1.8.i.	Seek adult affirmations.  <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	MT.1.	Emotional and Social
BENCHMARK / STANDARD		Social Development
GRADE LEVEL EXPECTATION / BENCHMARK	1.9.	Interaction with Peers: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.
EXPECTATION	1.9.b.	Respond to the emotions and actions of other children.  <u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
EXPECTATION	1.9.c.	Interact with familiar peers.  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
EXPECTATION	1.9.d.	Play side by side with another child.  <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

		<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>
EXPECTATION	1.9.g.	<p>Prefer certain playmates and develop warm bonds with peers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION	1.9.h.	<p>Negotiate play with small groups of Children.</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</p>



		and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
EXPECTATION	1.9.j.	Use problem-solving strategies when conflicts arise with peers.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Physical Development
GRADE LEVEL EXPECTATION / BENCHMARK	2.1.	Fine Motor Skills: Children develop small muscle strength, coordination, and skills.
EXPECTATION	2.1.c.	Exhibit a variety of small motor skills.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
EXPECTATION	2.1.d.	Scribble with a crayon or marker.  <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
EXPECTATION	2.1.e.	Engage in self-help skills.  <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.
EXPECTATION	2.1.f.	Perform increasingly more sophisticated actions requiring eyehand coordination.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.2.</b>	<b>Physical</b>
<b>BENCHMARK / STANDARD</b>		<b>Physical Development</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>2.2.</b>	<b>Gross Motor Skills: Children develop large muscle strength, coordination, and skills.</b>
<b>EXPECTATION</b>	<b>2.2.a.</b>	<p>Exhibit physical reflexes in response to stimulation.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>EXPECTATION</b>	<b>2.2.b.</b>	<p>Develop muscle tone and strength in trunk, neck, head, arms, and legs.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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<b>EXPECTATION</b>	<b>2.2.c.</b>	<p>Use developing motor skills to move more independently.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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<b>EXPECTATION</b>	<b>2.2.d.</b>	<p>Develop coordination to use motor skills with toys.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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<b>EXPECTATION</b>	<b>2.2.e.</b>	<p>Demonstrate skills to move in the Environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>
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		<p>3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXPECTATION	2.2.f.	<p>Refine motor coordination and skills to play with toys and people.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	2.2.g.	<p>Demonstrate increased ability to use skills requiring 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>
EXPECTATION	2.2.h.	<p>Perform large motor movement alone or with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	2.2.i.	<p>Manipulate objects with large muscles.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Physical Development

GRADE LEVEL EXPECTATION / BENCHMARK	2.3.	Sensorimotor Development: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.
EXPECTATION	2.3.a.	<p>Respond to touch, movement, and sound.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:  3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	2.3.b.	<p>Focus eyes on near and far objects.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	2.3.c.	<p>Calm with assistance.</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>
EXPECTATION	2.3.d.	<p>Explore the environment with mouth and hands and respond to different textures.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
EXPECTATION	2.3.e.	<p>Manipulate materials to explore sound.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and</p>

		communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
EXPECTATION	2.3.f.	<p>Demonstrate an awareness of her body in space.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:  3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:  3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EXPECTATION	2.3.g.	<p>Practice sensory integration.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:  3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:  3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:  31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	2.3.h.	<p>Adapt movements to specific situations.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION	2.3.i.	<p>Demonstrate concepts through movement.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.2.</b>	<b>Physical</b>
<b>BENCHMARK / STANDARD</b>		<b>Health, Safety, and Personal Care</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION</b>	<b>2.4.</b>	<b>Daily Living Skills: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.</b>
	2.4.a.	<p>React to participation in daily routines.</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>
EXPECTATION	2.4.c.	<p>Indicate needs and wants.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences            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</p>
EXPECTATION	2.4.d.	<p>Take an interest in meeting physical needs.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
EXPECTATION	2.4.e.	<p>Participate in healthy routines.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules            2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION	2.4.f.	<p>Communicate with an adult when not feeling well.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences            2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and</p>

		wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.2.</b>	<b>Physical</b>
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<b>BENCHMARK / STANDARD</b>		<b>Health, Safety, and Personal Care</b>
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<b>GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION</b>	<b>2.5.</b>	<b>Nutrition: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.</b>
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<b>EXPECTATION</b>	<b>2.5.a.</b>	<p>Eat to satisfaction.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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<b>EXPECTATION</b>	<b>2.5.b.</b>	<p>Explore foods with fingers.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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<b>EXPECTATION</b>	<b>2.5.c.</b>	<p>Consume a variety of healthy foods from all five food groups.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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<b>EXPECTATION</b>	<b>2.5.d.</b>	<p>Consume appropriate amounts of healthy beverages.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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EXPECTATION	2.5.e.	<p>Participate in meals.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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EXPECTATION	2.5.f.	<p>Identify healthy foods options.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
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CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL EXPECTATION / BENCHMARK	2.6.	Physical Fitness: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.
EXPECTATION	2.6.a.	<p>Attempt new large and small motor activities.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

EXPECTATION	2.6.b.	<p>Participate in simple movement games.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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EXPECTATION	2.6.c.	<p>Initiate active play, exploration, and engagement with the environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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EXPECTATION	2.6.d.	<p>Participate in simple games, dance, outdoor play, and other forms of movement.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 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	2.6.e.	<p>Engage in activities requiring new skills, without adult assistance.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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EXPECTATION	2.6.f.	<p>Participate in physically active games with peers.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>
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CONTENT STANDARD / DOMAIN	MT.2.	Physical
BENCHMARK / STANDARD		Health, Safety, and Personal Care
GRADE LEVEL EXPECTATION / BENCHMARK	2.7.	Safety Practices: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.
EXPECTATION	2.7.a.	<p>Show a preference for familiar people and recognize the difference between familiar people and strangers recognize the positive feelings experienced during and after physical activity.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 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</p>

EXPECTATION	2.7.b.	<p>Respond to cues from a caregiver regarding obvious signs of danger or previous warnings.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
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EXPECTATION	2.7.c.	<p>Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION	2.7.d.	<p>Recognize rules and follow basic safety instructions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  2 Year Olds: 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>
EXPECTATION	2.7.e.	<p>Identify who has hurt or made him or her feel bad.</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	2.7.f.	<p>Understand and anticipate potential consequences of disregarding rules.</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  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</p>

		are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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EXPECTATION	2.7.g.	<p>Recognize and describe the reasons for rules.</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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EXPECTATION	2.7.i.	<p>Control or appropriately express intense emotions most of the time.</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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.1.	Receptive Communication: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.
EXPECTATION	3.1.a.	<p>React to familiar voices, sounds, words, facial expressions, and gestures.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

EXPECTATION	3.1.b.	<p>React to simple, familiar words and actions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
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EXPECTATION	3.1.c.	<p>Respond to simple “where” questions with words, gestures, or actions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	3.1.d.	<p>Follow simple one-step directions related to her immediate and visible context.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
EXPECTATION	3.1.e.	<p>Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	3.1.f.	<p>Respond to songs, rhymes, or stories.</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	3.1.g.	<p>Follow a two-step interrelated direction.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
EXPECTATION	3.1.h.	<p>Demonstrate an understanding of words that describe spatial concepts.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

EXPECTATION	3.1.i.	<p>Use and respond to “how,” “why,” and “when” questions appropriately.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1  Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4  Responds to simple questions</p>
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EXPECTATION	3.1.j.	<p>Follow three and four-step directions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2  Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3  Follows multi-step directions with adult reminders</p>
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EXPECTATION	3.1.k.	<p>Focus on the meaning of words to enhance understanding and build vocabulary.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2  Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3  Follows multi-step directions with adult reminders  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4  Responds to simple questions  2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1  Understands the meaning of common words like body parts and words used in books and songs</p>
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.2.	Expressive Communication: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.
EXPECTATION	3.2.b.	<p>Make sounds or signs in response to people and the environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

EXPECTATION	3.2.d.	<p>Combine words and gestures.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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		<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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	3.2.e.	<p>Use consistent combinations of sounds or signs to indicate specific objects or people.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	3.2.f.	<p>Respond to simple requests or comments with non-verbal or verbal answer.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION	3.2.g.	<p>Use single words to communicate.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	3.2.h.	<p>Ask others to label unfamiliar objects.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	3.2.i.	<p>Produce two-word phrases.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	3.2.k.	<p>Use multi-word phrases and full sentences.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
EXPECTATION	3.2.l.	<p>Express feelings with words.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	3.2.m.	<p>Initiate and participate in conversations with peers and adults.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>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:</p> <p>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:</p> <p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION	3.2.n.	<p>Use increasingly longer sentences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>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:</p> <p>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:</p> <p>Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	3.2.o.	<p>Demonstrate correct grammar usage more consistently.</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: 20- Uses increasingly complex spoken language:</p> <p>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:</p> <p>Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	3.2.p.	<p>Use new words.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
EXPECTATION	3.2.q.	<p>Relate a story or event with increasing detail and coherence.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>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:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development



GRADE LEVEL EXPECTATION / BENCHMARK	3.3.	Social Communication: Children develop skills that help them interact and communicate with others in effective ways.
EXPECTATION	3.3.b.	<p>Respond when name is said.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	3.3.c.	<p>Use gestures and sounds to communicate and interact with others.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  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: 8.4 Participates in new experiences and seeks adult support when problems arise  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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions  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: 16.3 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 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?"</p>
EXPECTATION	3.3.d.	<p>Engage in give-and-take 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</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	3.3.e.	<p>Respond to speech by attending to who is speaking.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
EXPECTATION	3.3.g.	<p>Initiate communication with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
EXPECTATION	3.3.h.	<p>Demonstrate turn-taking in play and conversation.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Communication and Language Development
GRADE LEVEL EXPECTATION / BENCHMARK	3.4.	English Language Learners: Children develop competency in their home language while becoming proficient in English.
EXPECTATION	3.4.c.	<p>Follow simple directions in home language or in English.</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>
EXPECTATION	3.4.d.	<p>Speak in short phrases in English.</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: 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:</p>

		Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.3.</b>	<b>Communication</b>
<b>BENCHMARK / STANDARD</b>		<b>Literacy</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>3.5.</b>	Early Reading and Book Appreciation: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.
<b>EXPECTATION</b>	<b>3.5.c.</b>	Explore books with mouth and hands.  <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
<b>EXPECTATION</b>	<b>3.5.d.</b>	Maintain attention when being read a book.  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
<b>EXPECTATION</b>	<b>3.5.f.</b>	Choose familiar books and repeat words or vocalizations in books.  <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>EXPECTATION</b>	<b>3.5.g.</b>	Point at or name objects, animals, or people in pictures, books or drawings.  <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 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
EXPECTATION	3.5.i.	<p>Purposefully explore books with respect to proper position and use.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
EXPECTATION	3.5.j.	<p>Demonstrate interest in books and reading.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
EXPECTATION	3.5.k.	<p>Repeat simple songs, rhymes, or stories.</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	3.5.l.	<p>Use books, magazines, and other printed materials to enhance play.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
EXPECTATION	3.5.m.	<p>Recognize print or symbols in the neighborhood, community, and environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

		2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
EXPECTATION	3.5.q.	Sustain attention to increasingly longer books and stories.  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.6.	Print Development/Writing: Children develop interest and skills in using symbols as a meaningful form of communication.
EXPECTATION	3.6.a.	Experiment with grasp.  <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
EXPECTATION	3.6.b.	Watch others write and draw.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
EXPECTATION	3.6.c.	Scribble on paper spontaneously.  <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

EXPECTATION	3.6.f.	<p>Imitate others who are writing or drawing shapes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
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EXPECTATION	3.6.g.	<p>Demonstrate controlled linear scribbles.</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>
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EXPECTATION	3.6.i.	<p>Use print in play.</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>
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EXPECTATION	3.6.j.	<p>Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down.</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)</p>
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CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.7.	Print Concepts: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).
EXPECTATION	3.7.b.	<p>Imitate sounds when looking at words in a book.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill:</p>

		22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
EXPECTATION	3.7.c.	<p>Point to words in the book.</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)</p>
EXPECTATION	3.7.d.	<p>Demonstrate an understanding that print represents words.</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)</p>
EXPECTATION	3.7.e.	<p>Respond to print in the environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 23- Demonstrates awareness of print concepts:  Progress Monitoring Skill: 23.1 Shows an interest in books and print  2 Year Olds: 23- Demonstrates awareness of print concepts:  Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read  2 Year Olds: 23- Demonstrates awareness of print concepts:  Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
CONTENT STANDARD / DOMAIN	MT.3.	Communication
BENCHMARK / STANDARD		Literacy
GRADE LEVEL EXPECTATION / BENCHMARK	3.8.	Phonological Awareness: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.
EXPECTATION	3.8.a.	<p>Respond to the sound of spoken language.</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	3.8.b.	<p>Imitate sounds in stories, songs, and rhymes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 43- Uses his/her voice, instruments and objects to</p>

		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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EXPECTATION	3.8.d.	Imitate rhyming patterns.  <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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EXPECTATION	3.8.e.	Discriminate and identify sounds in spoken language.  <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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EXPECTATION	3.8.g.	Demonstrate progress in rhyming 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
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.1.	Curiosity: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.
EXPECTATION	4.1.a.	Notice and imitate gestures.  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 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



		<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>
EXPECTATION	4.1.c.	<p>Attend to and examine small objects.</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	4.1.d.	<p>Investigate how things move.</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	4.1.e.	<p>Ask simple questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
EXPECTATION	4.1.f.	<p>Show interest in new activities.</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	4.1.g.	<p>Study materials to find how they work.</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	4.1.h.	<p>Ask more complex questions.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise            2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	4.1.i.	<p>Develop personal interests.</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</p>

		<p>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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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Approaches to Learning</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>4.2.</b>	<b>Initiative and Self-Direction: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.</b>
<b>EXPECTATION</b>	<b>4.2.a.</b>	<p>Use sounds, gestures, and movements to impact the environment and interactions with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 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: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</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: 16.3 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>
<b>EXPECTATION</b>	<b>4.2.b.</b>	<p>Engage familiar adults and children in interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p>

		<p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 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: 8.4 Participates in new experiences and seeks adult support when problems arise</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: 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: 16.3 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>
EXPECTATION	4.2.c.	<p>Express a desire to take care of self.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
EXPECTATION	4.2.d.	<p>Approach tasks and activities with increased flexibility, imagination and inventiveness.</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	4.2.e.	<p>Begin to take a few risks and try new ways of doing things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.3.	Persistence and Attentiveness: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.
EXPECTATION	4.3.b.	<p>Hold the attention of an adult.</p> <p><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</p>
EXPECTATION	4.3.e.	<p>Exhibit increased attention span with chosen activities.</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	4.3.g.	<p>Persist in meeting a challenge, despite distractions or frustrations.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

		2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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EXPECTATION	4.3.i.	<p>Work on a task that extends over a period of time.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Approaches to Learning
GRADE LEVEL EXPECTATION / BENCHMARK	4.4.	Reflection and Interpretation: Children develop skills in thinking about their learning in order to inform future decisions.
EXPECTATION	4.4.b.	<p>Play interactive games with adults or older children that involve repetition.</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	4.4.d.	<p>Experiment with play materials using familiar approaches with new objects.</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</p>
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		<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	4.4.e.	<p>Alter present behavior based on past results (or lack of results).</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> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
EXPECTATION	4.4.f.	<p>Relate an experience from the past to guide present behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
EXPECTATION	4.4.g.	<p>Tell others about events in the past.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>
EXPECTATION	4.4.h.	<p>Work out a problem or a challenge mentally.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
EXPECTATION	4.4.i.	<p>Use a variety of methods to express thoughts and feelings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>



<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Reasoning and Representational Thought</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION</b>	<b>4.5.</b>	Reasoning and Representational Thought: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.
	<b>4.5.c.</b>	Search for an object that moves out of sight.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
<b>EXPECTATION</b>	<b>4.5.d.</b>	Use objects and people as tools to accomplish a means to an end.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
<b>EXPECTATION</b>	<b>4.5.e.</b>	Use one object to represent another.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
<b>EXPECTATION</b>	<b>4.5.g.</b>	Try several methods to solve a problem before asking for assistance.  <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
<b>EXPECTATION</b>	<b>4.5.h.</b>	Notice and describe how items are the same or different.  <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



<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Creative Arts</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION</b>	<b>4.6.</b>	<b>Creative Movement and Dance: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.</b>
	<b>4.6.a.</b>	<p>Move arms and legs in response to music.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
<b>EXPECTATION</b>	<b>4.6.b.</b>	<p>Engage with people through touch and attention.</p> <p><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</p>
<b>EXPECTATION</b>	<b>4.6.c.</b>	<p>Use body for self-expression.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
<b>EXPECTATION</b>	<b>4.6.d.</b>	<p>Move to a beat.</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>
<b>EXPECTATION</b>	<b>4.6.e.</b>	<p>Explore a variety of ways of moving with and without music.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play  2 Year Olds: 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	4.6.f.	<p>Move with balance and coordination.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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EXPECTATION	4.6.g.	<p>Participate in guided movement activities.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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EXPECTATION	4.6.h.	<p>Watch dance and creative movement performances with attention.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.7.	Drama: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.
EXPECTATION	4.7.a.	<p>Copy facial expressions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes 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?"</p>

EXPECTATION	4.7.b.	<p>Imitate familiar actions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	4.7.e.	<p>Imitate real life experiences in play.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	4.7.f.	<p>Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION	4.7.g.	<p>Engage in cooperative peer play in which there is a shared purpose.</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</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	4.7.h.	<p>Create and direct complex scenarios based on individual and group ideas or past experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 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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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.8.	Music: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.
EXPECTATION	4.8.a.	<p>Demonstrate interest in sounds, music, and voices.</p> <p><u>Progress Monitoring Skills</u></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	4.8.b.	<p>Experiment with a variety of sounds.</p> <p><u>Progress Monitoring Skills</u></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>
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EXPECTATION	4.8.c.	<p>Respond to rhythms, songs, and different elements of music.</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: 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</p>
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		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
EXPECTATION	4.8.d.	<p>Begin to clap on beat or echo clap.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1  Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	4.8.e.	<p>Show interest in musical instruments.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1  Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	4.8.f.	<p>Sing along to familiar songs.</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	4.8.g.	<p>Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music.</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	4.8.h.	<p>Experiment with musical words and sounds.</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	4.8.i.	<p>Imitate and produce rhythmic patterns to familiar songs.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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EXPECTATION	4.8.j.	<p>Use conventional symbols to represent musical notes or invent symbols to represent sounds.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Creative Arts
GRADE LEVEL EXPECTATION / BENCHMARK	4.9.	Visual Arts: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.
EXPECTATION	4.9.a.	<p>Gaze at photos, pictures, and mirror images.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>

EXPECTATION	4.9.b.	<p>Use hands and mouth for sensory exploration of 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: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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EXPECTATION	4.9.c.	<p>Gain control in grasping a crayon, pen, or paint brush.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EXPECTATION	4.9.e.	<p>Mark paper with drawing tools.</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	4.9.f.	<p>Experiment with a variety of art materials and develop increasing ability to use art media.</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	4.9.h.	<p>Display a sense of wonder and ask questions about works of art.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
EXPECTATION	4.9.i.	<p>Express feelings, ideas, and concepts about art.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
EXPECTATION	4.9.j.	<p>Create and appreciate works of art representing cultural lifestyles.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)  2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use</p>

		<p>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> <p>Responds to own art and to the art of others and begins to show a preference for art forms</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Mathematics and Numeracy</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>4.10.</b>	Number Sense and Operations: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.
<b>EXPECTATION</b>	<b>4.10.b.</b>	<p>Use simple numerical concepts in everyday experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p> <p>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</p>

<b>EXPECTATION</b>	<b>4.10.c.</b>	<p>Use names of a few numbers.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p>
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<b>EXPECTATION</b>	<b>4.10.e.</b>	<p>Move from inventive counting to accurate rote counting.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
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<b>EXPECTATION</b>	<b>4.10.g.</b>	<p>Match numerals with the correct amount of objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p>
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<b>EXPECTATION</b>	<b>4.10.h.</b>	<p>Set up simple addition and subtraction problems.</p> <p><u>Progress Monitoring Skills</u></p> <p>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</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
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<b>BENCHMARK / STANDARD</b>		<b>Mathematics and Numeracy</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>4.11.</b>	<b>Measurement: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.</b>
<b>EXPECTATION</b>	<b>4.11.b.</b>	<b>Make simple comparisons.</b>  <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
<b>EXPECTATION</b>	<b>4.11.c.</b>	<b>Arrange a few objects in order by size, with assistance.</b>  <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>EXPECTATION</b>	<b>4.11.f.</b>	<b>Recognize time as a sequence of events that relates to the routines of daily life.</b>  <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
<b>EXPECTATION</b>	<b>4.11.g.</b>	<b>Organize objects without assistance.</b>  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Mathematics and Numeracy</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>4.12.</b>	<b>Data Analysis: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.</b>
<b>EXPECTATION</b>	<b>4.12.a.</b>	<b>Group a few objects together by similarity.</b>  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

EXPECTATION	4.12.c.	<p>Match, sort, put in order, and regroup objects using one or two attributes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.13.	Algebraic Thinking: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.
EXPECTATION	4.13.a.	<p>Imitate a series of simple actions with assistance.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

EXPECTATION	4.13.b.	<p>Classify, label, and sort familiar objects into a known group.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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EXPECTATION	4.13.e.	<p>Reproduce simple patterns of concrete objects.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
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EXPECTATION	4.13.g.	<p>Describe 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>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Mathematics and Numeracy
GRADE LEVEL EXPECTATION / BENCHMARK	4.14.	Geometry and Spatial Reasoning: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.
EXPECTATION	4.14.f.	Use position words that indicate where objects are located in space.  <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.

EXPECTATION	4.14.g.	Demonstrate an understanding of size and shape relationships.  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
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EXPECTATION	4.14.h.	Experiment with mapping skills.  <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: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.15.	Scientific Thinking and Use of the Scientific Method: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.
EXPECTATION	4.15.a.	Observe objects and people in the environment.  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas

EXPECTATION	4.15.b.	<p>Use senses to examine objects in detail.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	4.15.c.	<p>Explore the features of materials, objects, and processes using all the senses.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	4.15.e.	<p>Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations.</p> <p><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</p>
EXPECTATION	4.15.g.	<p>Develop procedures and thinking skills for investigating the world, solving problems, and making decisions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 46- Uses prior knowledge to build new knowledge:</p>

		<p>Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MT.4.</b>	<b>Cognition</b>
<b>BENCHMARK / STANDARD</b>		<b>Science</b>
<b>GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION</b>	<b>4.16.</b>	Life Science: Children develop understanding of and compassion for living things.
<b>EXPECTATION</b>	<b>4.16.a.</b>	<p>Show interest in animals and other living things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.b.</b>	<p>Explore characteristics of living things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.c.</b>	<p>Identify plants and animals in the neighborhood.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.d.</b>	<p>Describe simple behaviors of animals.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.e.</b>	<p>Engage with plants and animals in a respectful way, without adult prompting.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.g.</b>	<p>Describe the relationship between living things and their habitat.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
<b>EXPECTATION</b>	<b>4.16.h.</b>	<p>Observe and describe plants, insects, and animals as they go through predictable life cycles.</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)
EXPECTATION	4.16.i.	Investigate, describe, and compare the characteristics that differentiate living from non-living things.  <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.17.	Physical Science: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).
EXPECTATION	4.17.a.	Use all of the senses to actively explore objects and their properties.  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
EXPECTATION	4.17.b.	Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light.  <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
EXPECTATION	4.17.c.	Explore cause and effect.  <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

EXPECTATION	4.17.d.	<p>Explore how objects move.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)  2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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EXPECTATION	4.17.i.	<p>Plan and carry out investigations on the behavior of moving things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)  2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play</p>
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EXPECTATION	4.17.j.	<p>Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl)</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.18.	Earth and Space: Children develop an understanding of the earth and planets.
EXPECTATION	4.18.a.	<p>Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>

EXPECTATION	4.18.c.	<p>Identify characteristics of night and day.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
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EXPECTATION	4.18.e.	<p>Identify the weather and notice changes in the weather.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather</p>
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EXPECTATION	4.18.f.	<p>Demonstrate curiosity and ask questions about the earth, sun, or moon.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3  Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)</p>
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EXPECTATION	4.18.g.	<p>Develop vocabulary for the natural features of the earth and sky.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1  Explores and investigates the properties of water</p>
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EXPECTATION	4.18.i.	<p>Make observations of the moon, sun, clouds, and sky, and record them over time.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment  2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3  Notifies objects in the sky during daytime and nighttime (sun, moon, stars, clouds)  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.19.	Engineering: Children develop an understanding of the processes that assist people in designing and building.
EXPECTATION	4.19.b.	<p>Attempt to solve a challenge encountered in play.</p> <p><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</p>

EXPECTATION	4.19.c.	<p>Continue to try new ways to resolve a problem if the first solution does not work.</p> <p><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</p>
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EXPECTATION	4.19.d.	Use simple machines and materials during play.  <u>Progress Monitoring Skills</u> 2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play
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EXPECTATION	4.19.e.	Design, build, and test solutions during play.  <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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EXPECTATION	4.19.f.	Design, build, and test solutions when presented with a challenge.  <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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CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.20.	Time (History): Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.
EXPECTATION	4.20.i.	Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order.  <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water

CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.21.	Places, Regions, and Spatial Awareness (Geography): Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.
EXPECTATION	4.21.c.	Develop awareness of his or her physical body and the space it occupies.  <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

EXPECTATION	4.21.d.	<p>Demonstrate understanding of physical relationships.</p> <p><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</p>
EXPECTATION	4.21.e.	<p>Create representations of locations and space.</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>
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.22.	The Physical World (Ecology): Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.
EXPECTATION	4.22.a.	<p>Use all the senses to explore the environment.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects  2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION	4.22.d.	<p>Take simple actions to care for his or her environment.</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>
EXPECTATION	4.22.g.	<p>Take responsibility for caring for living things.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
EXPECTATION	4.22.h.	<p>Notice changes in the weather and seasons and discuss the changes and their impact.</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
EXPECTATION	4.22.j.	Exhibit simple conservation behaviors.  <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.
CONTENT STANDARD / DOMAIN	MT.4.	Cognition
BENCHMARK / STANDARD		Science
GRADE LEVEL EXPECTATION / BENCHMARK	4.23.	Technology: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.
EXPECTATION	4.23.a.	Pay attention to music.  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
EXPECTATION	4.23.c.	Make a mechanical toy work.  <u>Progress Monitoring Skills</u> 2 Year Olds: 36- Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving: Progress Monitoring Skill: 36.1 Uses simple machines in play
EXPECTATION	4.23.e.	Use correct terms and vocabulary to describe technological tools and procedures.  <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water