



# Curriculum Alignment with

## North Carolina Foundations for Early Learning and Development

Grade: **Ages 13 to 24 months** - Adopted: **2013**

CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-1:	Children show curiosity and express interest in the world around them.
CLARIFYING OBJECTIVE	APL-1d:	<p>Imitate what others are doing.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
CLARIFYING OBJECTIVE	APL-1e:	<p>Show curiosity about their surroundings (with pointing, facial expressions, words).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word</p>

		<p>sentences/phrases to communicate</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CLARIFYING OBJECTIVE	APL-1f:	<p>Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Curiosity, Information-Seeking, and Eagerness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	Apl-2:	Children actively seek to understand the world around them.
CLARIFYING OBJECTIVE	APL-2c:	<p>Initiate activities that interest them and try to get others involved.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

CLARIFYING OBJECTIVE	APL-2d:	<p>Use toys and other objects to make things happen (kick a ball; push a button on a toy).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CLARIFYING OBJECTIVE	APL-2e:	<p>Move toward people and things that are new and/or interesting.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Play and Imagination
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-3:	Children engage in increasingly complex play.
CLARIFYING OBJECTIVE	APL-3e:	<p>Play alongside other children, sometimes imitating their actions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a</p>

		<p>real or imagined purpose</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
CLARIFYING OBJECTIVE	APL-3f:	<p>Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, and use a chair as pretend car).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
CLARIFYING OBJECTIVE	APL-3g:	<p>Take turns in simple games (pat-a-cake, peek-a-boo).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
CLARIFYING OBJECTIVE	APL-3h:	<p>Offer toys and objects to others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
<b>CONTENT AREA / STRAND</b>	<b>NC.APL.</b>	<b>Approaches to Play and Learning (APL) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Play and Imagination</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>APL-4:</b>	<b>Children demonstrate creativity, imagination, and inventiveness.</b>
<b>CLARIFYING OBJECTIVE</b>	<b>APL-4d:</b>	<b>Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic</b>

		bottle, tries to stack bears).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-5:	Children are willing to try new and challenging experiences.
CLARIFYING OBJECTIVE	APL-5d:	Try unfamiliar experiences and interact with new people, with a familiar adult nearby.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

CLARIFYING OBJECTIVE	APL-5e:	Move away from a familiar adult to explore, but check in frequently.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing
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CLARIFYING OBJECTIVE	APL-5f:	Show interest in toys that offer a challenge and try to work them.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options
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		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Risk-Taking, Problem-Solving, and Flexibility
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-6:	Children use a variety of strategies to solve problems.
CLARIFYING OBJECTIVE	APL-6d:	<p>Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

CLARIFYING OBJECTIVE	APL-6e:	<p>Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CLARIFYING OBJECTIVE	APL-6f:	<p>After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, and speak).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and</p>
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		imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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CLARIFYING OBJECTIVE	APL-6g:	Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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<b>CONTENT AREA / STRAND</b>	<b>NC.APL.</b>	<b>Approaches to Play and Learning (APL) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Attentiveness, Effort, and Persistence</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	APL-7:	Children demonstrate initiative.
<b>CLARIFYING OBJECTIVE</b>	APL-7d:	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

<b>CONTENT AREA / STRAND</b>	<b>NC.APL.</b>	<b>Approaches to Play and Learning (APL) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Attentiveness, Effort, and Persistence</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	APL-8:	Children maintain attentiveness and focus.
<b>CLARIFYING OBJECTIVE</b>	APL-8d:	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences,



		<p>and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CLARIFYING OBJECTIVE	APL-8e:	<p>Focus on an interesting activity or interaction shared with adults for a short period of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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CONTENT AREA / STRAND	NC.APL.	Approaches to Play and Learning (APL) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Attentiveness, Effort, and Persistence
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	APL-9:	Children persist at challenging activities.
CLARIFYING OBJECTIVE	APL-9b:	<p>Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket; engage a busy adult in play).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and</p>

		curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Developing a Sense of Self</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-1:</b>	Children demonstrate a positive sense of self-identity and self-awareness.
<b>CLARIFYING OBJECTIVE</b>	<b>ESD-1e:</b>	Show awareness of specific body parts.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space

<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Developing a Sense of Self</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-2:</b>	Children express positive feelings about themselves and confidence in what they can do.
<b>CLARIFYING OBJECTIVE</b>	<b>ESD-2d:</b>	Explore the environment on their own, but check in with a familiar, trusted adult occasionally.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing

<b>CLARIFYING OBJECTIVE</b>	<b>ESD-2e:</b>	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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<b>CLARIFYING OBJECTIVE</b>	<b>ESD-2f:</b>	Bring others things they like or show them things they have done.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
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<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
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<b>STRAND / ESSENTIAL STANDARD</b>		<b>Developing a Sense of Self with Others</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-3:</b>	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
<b>CLARIFYING OBJECTIVE</b>	<b>ESD-3g:</b>	Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

<b>CLARIFYING OBJECTIVE</b>	<b>ESD-3h:</b>	Offer toys and objects to familiar adults.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Developing a Sense of Self with Others</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-4:</b>	Children form relationships and interact positively with other children.
<b>CLARIFYING OBJECTIVE</b>	<b>ESD-4b:</b>	Show pleasure at the arrival of familiar peers.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children

<b>CLARIFYING OBJECTIVE</b>	<b>ESD-4c:</b>	Enjoy playing alongside other children.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play
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		12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children
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CLARIFYING OBJECTIVE	ESD-4d:	<p>Imitate actions of older siblings and playmates.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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CLARIFYING OBJECTIVE	ESD-4e:	<p>Offer toys and objects to other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Developing a Sense of Self with Others</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-5:</b>	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
<b>CLARIFYING OBJECTIVE</b>	<b>ESD-5a:</b>	<p>Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

CLARIFYING OBJECTIVE	ESD-5b:	<p>Follow simple directions some of the time.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
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CLARIFYING OBJECTIVE	ESD-5c:	<p>Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity).</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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CONTENT AREA / STRAND	NC.ESD.	Emotional and Social Development (ESD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning about Feelings
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	ESD -6:	Children identify, manage, and express their feelings.
CLARIFYING OBJECTIVE	ESD-6d:	<p>Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

CLARIFYING OBJECTIVE	ESD-6e:	<p>Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout “Wee!” when excited).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p>
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		<p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
CLARIFYING OBJECTIVE	ESD-6f:	<p>Separate from parent or main caregiver without being overcome by stress.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
CLARIFYING OBJECTIVE	ESD-6g:	<p>Find comfort and calm down in a familiar setting or with a familiar person.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
<b>CONTENT AREA / STRAND</b>	<b>NC.ESD.</b>	<b>Emotional and Social Development (ESD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Learning about Feelings</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>ESD-7:</b>	<b>Children recognize and respond to the needs and feelings of others.</b>
CLARIFYING OBJECTIVE	ESD-7c:	<p>Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
CLARIFYING OBJECTIVE	ESD-7d:	<p>Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

		12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others
CLARIFYING OBJECTIVE	ESD-7e:	<p>Match their tone and emotions to that of others during interactions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
<b>CONTENT AREA / STRAND</b>	<b>NC.HPD.</b>	<b>Health and Physical Development (HPD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Physical Health and Growth</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>HPD-1:</b>	Children develop healthy eating habits.
CLARIFYING OBJECTIVE	HPD-1g:	<p>Try new foods.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
CLARIFYING OBJECTIVE	HPD-1h:	<p>Feed themselves with some assistance (may use hands, utensils or cups).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
CLARIFYING OBJECTIVE	HPD-1i:	<p>Ask for or accept food when hungry.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
CLARIFYING OBJECTIVE	HPD-1j:	<p>Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>



CLARIFYING OBJECTIVE	HPD-1k:	<p>Eat a variety of small pieces of age-appropriate table foods.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items  12 to 24 Months: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Shows interest in and tries new foods</p>
CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Physical Health and Growth
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-2:	Children engage in active physical play indoors and outdoors.
CLARIFYING OBJECTIVE	HPD-2d:	<p>Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
CLARIFYING OBJECTIVE	HPD-2e:	<p>Anticipate and ask for outdoor play (point at door and say, "Out!" resist coming indoors).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
CLARIFYING OBJECTIVE	HPD-2f:	<p>Engage in regular and sustained movement (pushes toys around play yard, go up and down slide over and over).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p>
CLARIFYING OBJECTIVE	HPD-2g:	<p>Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>



CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-4:	Children develop the large muscle control and abilities needed to move through and explore their environment.
CLARIFYING OBJECTIVE	HPD-4f:	Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space

CLARIFYING OBJECTIVE	HPD-4g:	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Motor Development
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-5:	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
CLARIFYING OBJECTIVE	HPD-5d:	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination

CLARIFYING OBJECTIVE	HPD-5e:	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-6:	Children develop awareness of their needs and the ability to communicate their needs.

CLARIFYING OBJECTIVE	HPD-6d:	<p>Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Self-Care
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-7:	Children develop independence in caring for themselves and their environment.
CLARIFYING OBJECTIVE	HPD-7c:	<p>Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>

CONTENT AREA / STRAND	NC.HPD.	Health and Physical Development (HPD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Safety Awareness
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	HPD-8:	Children develop awareness of basic safety rules and begin to follow them.
CLARIFYING OBJECTIVE	HPD-8c:	<p>Watch for adult reactions to unfamiliar things or situations that might be dangerous.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>

CLARIFYING OBJECTIVE	HPD-8d:	<p>Show some caution about unfamiliar and/or unsafe situations.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>
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CLARIFYING OBJECTIVE	HPD-8e:	<p>Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
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<b>STRAND / ESSENTIAL STANDARD</b>		<b>Learning to Communicate</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>LDC-1:</b>	Children understand communications from others.
<b>CLARIFYING OBJECTIVE</b>	<b>LDC-1e:</b>	<p>Respond to others by using words or signs.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
<b>CLARIFYING OBJECTIVE</b>	<b>LDC-1f:</b>	<p>Respond to gestures, facial expressions, tone of voice, and some words that show emotions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>
<b>CLARIFYING OBJECTIVE</b>	<b>LDC-1g:</b>	<p>Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
<b>CONTENT AREA / STRAND</b>	<b>NC.LDC.</b>	<b>Language Development (LDC) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Learning to Communicate</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>LDC-2:</b>	Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
<b>CLARIFYING OBJECTIVE</b>	<b>LDC-2d:</b>	<p>Establish joint attention by looking at an object, at their caregiver, and back at the object.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

CLARIFYING OBJECTIVE	LDC-2e:	<p>Respond to and initiate dialogue with another person.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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CLARIFYING OBJECTIVE	LDC-2f:	<p>Use movement or behavior to initiate interaction with another person.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-3:	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CLARIFYING OBJECTIVE	LDC-3a:	<p>Respond to simple statements and questions about pictures, play, people, and things that are happening.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p>

CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-4:	Children speak audibly and express thoughts, feelings, and ideas clearly.
CLARIFYING OBJECTIVE	LDC-4d:	<p>Communicate through facial expressions, sounds, and body movements.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal</p>

		<p>gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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CLARIFYING OBJECTIVE	LDC-4e:	<p>Expect others to understand them and show frustration, often through their behavior, if not understood.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-5:	Children describe familiar people, places, things, and events.
CLARIFYING OBJECTIVE	LDC-5a:	<p>Act out familiar scenes and events, and imitate familiar people.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge:</p>

		Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-6:	Children use most grammatical constructions of their home language well.
CLARIFYING OBJECTIVE	LDC-6c:	<p>“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

CLARIFYING OBJECTIVE	LDC-6d:	<p>Use a few words to communicate (make requests and ask questions).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Learning to Communicate
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-7:	Children respond to and use a growing vocabulary.
CLARIFYING OBJECTIVE	LDC-7d:	<p>Show steady increase in words used (e.g., name family members and familiar objects).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

CLARIFYING OBJECTIVE	LDC-7e:	<p>Imitate parts of familiar songs, chants, or rhymes.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new</p>
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		<p>objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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CLARIFYING OBJECTIVE	LDC-7f:	<p>Respond to simple words and phrases that they hear often.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
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CLARIFYING OBJECTIVE	LDC-7g:	<p>Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-8:	Children develop interest in books and motivation to read.
CLARIFYING OBJECTIVE	LDC-8d:	<p>Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p>



CLARIFYING OBJECTIVE	LDC-8e:	<p>Show interest in books (e.g., tactile and picture books).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2  Participates in rhyming activities</p>
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CLARIFYING OBJECTIVE	LDC-8f:	<p>Listen to simple and repetitive books, stories, and songs for a brief period of time.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment  12 to 24 Months: 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  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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CLARIFYING OBJECTIVE	LDC-8g:	<p>Carry books around, “name” them, and select books for adults to read out loud.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2  Participates in rhyming activities</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-9:	Children comprehend and use information presented in books and other print media.
CLARIFYING OBJECTIVE	LDC-9a:	<p>Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.</p> <p><u>Progress Monitoring Skills</u></p>



		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
CLARIFYING OBJECTIVE	LDC-9b:	<p>Allow entire short book to be “read” with willingness to look at most pages.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>

STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-10:	Children develop book knowledge and print awareness.
CLARIFYING OBJECTIVE	LDC-10c:	<p>Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p>

CLARIFYING OBJECTIVE	LDC-10d:	<p>Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Reading
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-11:	Children develop phonological awareness.
CLARIFYING OBJECTIVE	LDC-11b:	<p>Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal</p>

		<p>gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-13:	Children use writing and other symbols to record information and communicate for a variety of purposes.
CLARIFYING OBJECTIVE	LDC-13a:	<p>Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

CONTENT AREA / STRAND	NC.LDC.	Language Development (LDC) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Foundations for Writing
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	LDC-15:	Children use writing skills and conventions.
CLARIFYING OBJECTIVE	LDC-15a:	<p>Hold marker or crayon with the fist.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>

CLARIFYING OBJECTIVE	LDC-15b:	<p>Dot or scribble with crayons, may progress to vertical lines.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Construction of Knowledge: Thinking and Reasoning

<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-1:</b>	Children use their senses to construct knowledge about the world around them.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-1d:</b>	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space

<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Construction of Knowledge: Thinking and Reasoning</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-2:</b>	Children recall information and use it for new situations and problems.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-2f:</b>	Search in several places where an object has been hidden recently.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

<b>CLARIFYING OBJECTIVE</b>	<b>CD-2g:</b>	Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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<b>CLARIFYING OBJECTIVE</b>	<b>CD-2h:</b>	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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<b>CLARIFYING OBJECTIVE</b>	<b>CD-2i:</b>	Imitate behaviors they have seen in the past or in other places.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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		12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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CLARIFYING OBJECTIVE	CD-2j:	Identify objects and people in pictures by pointing or looking.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
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<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Construction of Knowledge: Thinking and Reasoning</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	CD-3:	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
CLARIFYING OBJECTIVE	CD-3c:	Show awareness of others' feelings about things by looking to see how they react.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others

<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Creative Expression</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	CD-4:	Children demonstrate appreciation for different forms of artistic expression.
CLARIFYING OBJECTIVE	CD-4c:	Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

CLARIFYING OBJECTIVE	CD-4d:	Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
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<b>STRAND / ESSENTIAL STANDARD</b>		<b>Creative Expression</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-5:</b>	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-5e:</b>	Use hats and clothes for dress-up make-believe.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

<b>CLARIFYING OBJECTIVE</b>	<b>CD-5f:</b>	Explore art materials freely (make marks, squeeze clay, tear paper).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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<b>CLARIFYING OBJECTIVE</b>	<b>CD-5g:</b>	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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<b>CLARIFYING OBJECTIVE</b>	<b>CD-5h:</b>	Move to music in their own way.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Social Connections</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-6:</b>	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-6c:</b>	Imitate routine actions of their caregivers (rock a baby doll; push a lawnmower, “read” a magazine).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

<b>CLARIFYING OBJECTIVE</b>	<b>CD-6d:</b>	Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
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		12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-7:	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
CLARIFYING OBJECTIVE	CD-7b:	<p>Recognize children and others they spend a lot of time with (make sounds, say name, and move toward or away from child).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Social Connections
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-8:	Children identify and demonstrate acceptance of similarities and differences between themselves and others.
CLARIFYING OBJECTIVE	CD-8a:	<p>Compare their own physical features with those of others by looking and touching.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
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<b>STRAND / ESSENTIAL STANDARD</b>		<b>Social Connections</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-9:</b>	Children explore concepts connected with their daily experiences in their community.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-9a:</b>	<b>EMERGING</b>  <u>Progress Monitoring Skills</u> 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations

<b>CONTENT AREA / STRAND</b>	<b>NC.CD.</b>	<b>Cognitive Development (CD) – Younger Toddlers</b>
<b>STRAND / ESSENTIAL STANDARD</b>		<b>Mathematical Thinking and Expression</b>
<b>ESSENTIAL STANDARD / CLARIFYING OBJECTIVE</b>	<b>CD-10:</b>	Children show understanding of numbers and quantities during play and other activities.
<b>CLARIFYING OBJECTIVE</b>	<b>CD-10c:</b>	Explore quantity (for example, filling and dumping containers).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance

<b>CLARIFYING OBJECTIVE</b>	<b>CD-10e:</b>	Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes
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		and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-11:	Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
CLARIFYING OBJECTIVE	CD-11b:	<p>Participate in activities that compare the size and weight of objects.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance  12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

CLARIFYING OBJECTIVE	CD-11c:	<p>Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance  12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting</p>
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		and guidance, begins to slide, rotate, and flip objects to make them fit
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Mathematical Thinking and Expression
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-12:	Children identify and use common shapes and concepts about position during play and other activities.
CLARIFYING OBJECTIVE	CD-12c:	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space

CLARIFYING OBJECTIVE	CD-12d:	Put basic shapes into a shape sorter using trial and error.  <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
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CONTENT AREA / STRAND	NC.CD.	Cognitive Development (CD) – Younger Toddlers
STRAND / ESSENTIAL STANDARD		Scientific Exploration and Knowledge
ESSENTIAL STANDARD / CLARIFYING OBJECTIVE	CD-15:	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
CLARIFYING OBJECTIVE	CD-15e:	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).  <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

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