



Curriculum Alignment with

Oregon's Early Learning and Kindergarten Guidelines

Grade: **Ages 25 to 36 months** - Adopted: **2017**

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL1.	Child manages feelings and emotions with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL1.1.	<p>Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL2.	Child manages actions and behavior with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL2.1.	<p>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Let’s the adult know when they are hungry or tired.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL3.	Child maintains focus and sustains attention with support.
EXPECTATION / BENCHMARK	IT-ATL3.1.	<p>Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p>
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STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL4.	Child develops the ability to show persistence in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL4.1.	<p>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL5.	Child demonstrates the ability to be flexible in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL5.1.	<p>Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL6.	Child demonstrates emerging initiative in interactions, experiences, and explorations.
EXPECTATION / BENCHMARK	IT-ATL6.1.	<p>Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL7.	Child shows interest in and curiosity about objects, materials, or events.
EXPECTATION / BENCHMARK	IT-ATL7.1.	<p>Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL8.	Child uses creativity to increase understanding and learning.
EXPECTATION / BENCHMARK	IT-ATL8.1.	<p>Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and</p>

		imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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STANDARD / CONTENT AREA	HS.ATL.16-36.	Approaches to Learning (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL9.	Child shows imagination in play and interactions with others.
EXPECTATION / BENCHMARK	IT-ATL9.1.	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULT
BENCHMARK / STRAND	IT-SE1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
EXPECTATION / BENCHMARK	IT-SE1.1.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULT
BENCHMARK / STRAND	IT-SE2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
EXPECTATION / BENCHMARK	IT-SE2.1.	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
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STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE4.	Child shows interest in, interacts with, and develops personal relationships with other children.
EXPECTATION / BENCHMARK	IT-SE4.1.	Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE5.	Child imitates and engages in play with other children.
EXPECTATION / BENCHMARK	IT-SE5.1.	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE6.	Child learns to express a range of emotions.
EXPECTATION / BENCHMARK	IT-SE6.1.	<p>Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE7.	Child recognizes and interprets emotions of others with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE7.1.	<p>Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate nonverbal ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE8.	Child expresses care and concern towards others.
EXPECTATION / BENCHMARK	IT-SE8.1.	<p>Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE9.	Child manages emotions with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE9.1.	<p>Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE10.	Child shows awareness about self and how to connect with others.
EXPECTATION / BENCHMARK	IT-SE10.1.	<p>Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE11.	Child understands some characteristics of self and others.

EXPECTATION / BENCHMARK	IT-SE11.1.	<p>Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE12.	Child shows confidence in own abilities through relationships with others.
EXPECTATION / BENCHMARK	IT-SE12.1.	<p>Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

STANDARD / CONTENT AREA	HS.SED.16-36.	Social and Emotional Development (16-36 months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE13.	Child develops a sense of belonging through relationships with others.
EXPECTATION / BENCHMARK	IT-SE13.1.	<p>Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
BENCHMARK / STRAND	IT-LC1.	Child attends to, understands, and responds to communication and language from others.
EXPECTATION / BENCHMARK	IT-LC1.1.	<p>Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
BENCHMARK / STRAND	IT-LC2.	Child learns from communication and language experiences with others.

EXPECTATION / BENCHMARK	IT-LC2.1.	<p>Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC3.	Child communicates needs and wants non-verbally and by using language.
EXPECTATION / BENCHMARK	IT-LC3.1.	<p>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice."</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC4.	Child uses non-verbal communication and language to engage others in interaction.
EXPECTATION / BENCHMARK	IT-LC4.1.	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings,

		<p>experiences, or thoughts.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
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STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC5.	Child uses increasingly complex language in conversation with others.
EXPECTATION / BENCHMARK	IT-LC5.1.	<p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC6.	Child initiates non-verbal communication and language to learn and gain information.
EXPECTATION / BENCHMARK	IT-LC6.1.	<p>Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

		2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: VOCABULARY
BENCHMARK / STRAND	IT-LC7.	Child understands an increasing number of words used in communication with others.
EXPECTATION / BENCHMARK	IT-LC7.1.	<p>Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: VOCABULARY
BENCHMARK / STRAND	IT-LC8.	Child uses an increasing number of words in communication and conversation with others.
EXPECTATION / BENCHMARK	IT-LC8.1.	<p>Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
EXPECTATION / BENCHMARK	IT-LC9.1.	<p>Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC10.	Child handles books and relates them to their stories or information.
EXPECTATION / BENCHMARK	IT-LC10.1.	<p>Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC11.	Child recognizes pictures and some symbols, signs, or words.
EXPECTATION / BENCHMARK	IT-LC11.1.	<p>Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts:</p>

		Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read
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EXPECTATION / BENCHMARK	IT-LC11.2.	<p>Children who are DLLs recognize and use written forms of each of their languages.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
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STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC12.	Child comprehends meaning from pictures and stories.
EXPECTATION / BENCHMARK	IT-LC12.1.	<p>Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STANDARD / CONTENT AREA	HS.LC.16-36.	Language and Communication (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC13.	Child makes marks and uses them to represent objects or actions.
EXPECTATION / BENCHMARK	IT-LC13.1.	<p>Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY
BENCHMARK / STRAND	IT-C1.	Child actively explores people and objects to understand self, others, and objects.
EXPECTATION / BENCHMARK	IT-C1.1.	<p>Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY
BENCHMARK / STRAND	IT-C2.	Child uses understanding of causal relationships to act on social and physical environments.
EXPECTATION / BENCHMARK	IT-C2.1.	<p>Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
EXPECTATION / BENCHMARK	IT-C3.1.	<p>Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C4.	Child recognizes the stability of people and objects in the environment.
EXPECTATION / BENCHMARK	IT-C4.1.	<p>Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
BENCHMARK / STRAND	IT-C6.	Child learns to use a variety of strategies in solving problems.
EXPECTATION / BENCHMARK	IT-C6.1.	<p>Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
BENCHMARK / STRAND	IT-C7.	Child uses reasoning and planning ahead to solve problems.
EXPECTATION / BENCHMARK	IT-C7.1.	<p>Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C8.	Child develops sense of number and quantity.
EXPECTATION / BENCHMARK	IT-C8.1.	<p>Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C9.	Child uses spatial awareness to understand objects and their movement in space.
EXPECTATION / BENCHMARK	IT-C9.1.	<p>Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.</p> <p><u>Progress Monitoring Skills</u></p>

		2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
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STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C10.	Child uses matching and sorting of objects or people to understand similar and different characteristics.
EXPECTATION / BENCHMARK	IT-C10.1.	<p>Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C11.	Child observes and imitates sounds, words, gestures, actions, and behaviors.
EXPECTATION / BENCHMARK	IT-C11.1.	<p>Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C12.	Child uses objects or symbols to represent something else.
EXPECTATION / BENCHMARK	IT-C12.1.	<p>Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / CONTENT AREA	HS.C.16-36.	Cognition (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C13.	Child uses pretend play to increase understanding of culture, environment, and experiences.
EXPECTATION / BENCHMARK	IT-C13.1.	<p>Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP1.	Child uses perceptual information to understand objects, experiences, and interactions
EXPECTATION / BENCHMARK	IT-PMP1.1.	<p>Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP2.	Child uses perceptual information in directing own actions, experiences, and interactions.
EXPECTATION / BENCHMARK	IT-PMP2.1.	<p>Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care</p>

		<p>and personal hygiene routines</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP3.	Child demonstrates effective and efficient use of large muscles for movement and position.
EXPECTATION / BENCHMARK	IT-PMP3.1.	<p>Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>

		<p>3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP4.	Child demonstrates effective and efficient use of large muscles to explore the environment.
EXPECTATION / BENCHMARK	IT-PMP4.1.	<p>Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP5.	Child uses sensory information and body awareness to understand how their body relates to the environment.
EXPECTATION / BENCHMARK	IT-PMP5.1.	<p>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP6.	Child coordinates hand and eye movements to perform actions.
EXPECTATION / BENCHMARK	IT-PMP6.1.	Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting

		<p>pieces of a puzzle together, or folding paper.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP7.	Child uses hands for exploration, play, and daily routines.
EXPECTATION / BENCHMARK	IT-PMP7.1.	<p>Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP8.	Child adjusts reach and grasp to use tools.
EXPECTATION / BENCHMARK	IT-PMP8.1.	<p>Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
EXPECTATION / BENCHMARK	IT-PMP9.1.	<p>Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP10.	Child uses safe behaviors with support from adult.
EXPECTATION / BENCHMARK	IT-PMP10.1.	<p>Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

STANDARD / CONTENT AREA	HS.PMP.16-36.	Perceptual, Motor, and Physical Development (16 to 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP11.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.
EXPECTATION / BENCHMARK	IT-PMP11.1.	<p>Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition:</p>

		Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL1.	Child manages feelings and emotions with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL1.1.	Looks to others for help in coping with strong feelings and emotions. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals

EXPECTATION / BENCHMARK	IT-ATL1.2.	Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
BENCHMARK / STRAND	IT-ATL2.	Child manages actions and behavior with support of familiar adults.
EXPECTATION / BENCHMARK	IT-ATL2.1.	Participates in and follows everyday routines with the support of familiar adults. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines

EXPECTATION / BENCHMARK	IT-ATL2.2.	Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and
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		wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
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EXPECTATION / BENCHMARK	IT-ATL2.3.	Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL3.	Child maintains focus and sustains attention with support.
EXPECTATION / BENCHMARK	IT-ATL3.1.	Maintains engagement in interactions with familiar adults and children. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions

EXPECTATION / BENCHMARK	IT-ATL3.2.	Chooses to join in activities or pays attention to tasks and activities that are self-initiated. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress
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		<p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION / BENCHMARK	IT-ATL3.3.	<p>Maintains focus and attention on a simple task or activity for short periods of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL4.	Child develops the ability to show persistence in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL4.1.	<p>Persists in learning new skills or solving problems.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

EXPECTATION / BENCHMARK	IT-ATL4.2.	Continues efforts to finish a challenging activity or task with support of an adult.
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		<p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
BENCHMARK / STRAND	IT-ATL5.	Child demonstrates the ability to be flexible in actions and behavior.
EXPECTATION / BENCHMARK	IT-ATL5.1.	<p>Adjusts to changes in routines or usual activities when informed ahead of time by adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

EXPECTATION / BENCHMARK	IT-ATL5.3.	<p>Shows flexibility in problem solving by trying more than one approach.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL6.	Child demonstrates emerging initiative in interactions, experiences, and explorations.
EXPECTATION / BENCHMARK	IT-ATL6.1.	<p>Engages others in interactions or shared activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
EXPECTATION / BENCHMARK	IT-ATL6.3.	<p>Attempts challenging tasks with or without adult help.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
EXPECTATION / BENCHMARK	IT-ATL6.4.	<p>Shows eagerness to try new things.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)

CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: INITIATIVE AND CURIOSITY
BENCHMARK / STRAND	IT-ATL7.	Child shows interest in and curiosity about objects, materials, or events.
EXPECTATION / BENCHMARK	IT-ATL7.1.	<p>Asks questions about what things are, how they are used, or what is happening.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION / BENCHMARK	IT-ATL7.2.	<p>Experiments with different ways of using new objects or materials.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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EXPECTATION / BENCHMARK	IT-ATL7.3.	<p>Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL8.	Child uses creativity to increase understanding and learning.

EXPECTATION / BENCHMARK	IT-ATL8.1.	<p>Pays attention to new or unusual things.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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EXPECTATION / BENCHMARK	IT-ATL8.2.	<p>Shows willingness to participate in new activities or experiences.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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EXPECTATION / BENCHMARK	IT-ATL8.3.	<p>Uses language in creative ways, sometimes making up words or rhymes.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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STANDARD / CONTENT AREA	HS.ATL.B-36.	Approaches to Learning (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: CREATIVITY
BENCHMARK / STRAND	IT-ATL9.	Child shows imagination in play and interactions with others.
EXPECTATION / BENCHMARK	IT-ATL9.1.	<p>Uses pretend and imaginary objects or people in play or interaction with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

		2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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EXPECTATION / BENCHMARK	IT-ATL9.2.	<p>Uses materials such as paper, paint, crayons, or blocks to make novel things.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE1.	Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.
EXPECTATION / BENCHMARK	IT-SE1.1.	<p>Shows emotional connection and attachment to familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

EXPECTATION / BENCHMARK	IT-SE1.2.	<p>Turns to familiar adults for protection, comfort, and getting needs met.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE2.	Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
EXPECTATION / BENCHMARK	IT-SE2.1.	<p>Engages in and may initiate behaviors that build relationships with familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
BENCHMARK / STRAND	IT-SE3.	Child learns to use adults as a resource to meet needs.
EXPECTATION / BENCHMARK	IT-SE3.2.	<p>Shows preference for familiar adults when in distress.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE4.	Child shows interest in, interacts with, and develops personal relationships with other children.
EXPECTATION / BENCHMARK	IT-SE4.1.	<p>Shows increasing interest in interacting with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

EXPECTATION / BENCHMARK	IT-SE4.2.	<p>Shows preference for particular playmates, such as greeting friends by name.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend</p>
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		<p>or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
BENCHMARK / STRAND	IT-SE5.	Child imitates and engages in play with other children.
EXPECTATION / BENCHMARK	IT-SE5.1.	<p>Uses multiple strategies, such as imitating or responding, in order to enter play with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION / BENCHMARK	IT-SE5.2.	<p>Engages in extended play with other children with a common focus.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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EXPECTATION / BENCHMARK	IT-SE5.3.	<p>Engages in simple cooperative play with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE6.	Child learns to express a range of emotions.
EXPECTATION / BENCHMARK	IT-SE6.1.	<p>Expresses a variety of emotions through facial expressions, sounds, gestures, or words.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1</p>

		<p>Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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EXPECTATION / BENCHMARK	IT-SE6.2.	<p>Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE7.	Child recognizes and interprets emotions of others with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE7.1.	<p>Recognizes feelings and emotions of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

EXPECTATION / BENCHMARK	IT-SE7.2.	<p>Responds to feelings and emotions of others with support from familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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EXPECTATION / BENCHMARK	IT-SE7.3.	<p>Describes feelings of characters in a book with support from an adult.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE8.	Child expresses care and concern towards others.
EXPECTATION / BENCHMARK	IT-SE8.1.	<p>Shows care and concern for others, including comforting others in distress.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

EXPECTATION / BENCHMARK	IT-SE8.2.	<p>Responds to needs of others and tries to help others with simple tasks.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMOTIONAL FUNCTIONING
BENCHMARK / STRAND	IT-SE9.	Child manages emotions with the support of familiar adults.
EXPECTATION / BENCHMARK	IT-SE9.1.	<p>Uses different ways to calm or comfort self when upset.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

EXPECTATION / BENCHMARK	IT-SE9.2.	<p>Responds positively to emotional support from adults and other children.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
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CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE10.	Child shows awareness about self and how to connect with others.
EXPECTATION / BENCHMARK	IT-SE10.1.	<p>Shows awareness of self, including own body, abilities, thoughts, and feelings.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

EXPECTATION / BENCHMARK	IT-SE10.2.	<p>Shows awareness of others as having thoughts and feelings separate from own.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE11.	Child understands some characteristics of self and others.
EXPECTATION / BENCHMARK	IT-SE11.1.	<p>Recognizes own name.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p>

		<p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
EXPECTATION / BENCHMARK	IT-SE11.2.	<p>Identifies some physical characteristics of self, such as hair color, age gender, or size.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
EXPECTATION / BENCHMARK	IT-SE11.3.	<p>Recognizes some similarities and differences between self and others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill:</p>

		<p>12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE12.	Child shows confidence in own abilities through relationships with others.
EXPECTATION / BENCHMARK	IT-SE12.1.	<p>Shows confidence in increasing abilities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

EXPECTATION / BENCHMARK	IT-SE12.2.	<p>Shows others what they can do.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p>
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		2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
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STANDARD / CONTENT AREA	HS.SED.B-36.	Social and Emotional Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
BENCHMARK / STRAND	IT-SE13.	Child develops a sense of belonging through relationships with others.
EXPECTATION / BENCHMARK	IT-SE13.1.	<p>Identifies self as a member of a family.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name) 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

EXPECTATION / BENCHMARK	IT-SE13.2.	<p>Points to or names self and other familiar people, such as in photos or pictures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p>
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		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
BENCHMARK / STRAND	IT-LC1.	Child attends to, understands, and responds to communication and language from others.
EXPECTATION / BENCHMARK	IT-LC1.1.	<p>Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION / BENCHMARK	IT-LC1.2.	<p>Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
BENCHMARK / STRAND	IT-LC2.	Child learns from communication and language experiences with others.
EXPECTATION / BENCHMARK	IT-LC2.1.	<p>Acts on descriptions provided by others about people, objects, or events.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC3.	Child communicates needs and wants non-verbally and by using language.
EXPECTATION / BENCHMARK	IT-LC3.1.	<p>Uses combinations of words and simple sentences or signs in a variety of situations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

EXPECTATION / BENCHMARK	IT-LC3.2.	<p>Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC4.	Child uses non-verbal communication and language to engage others in interaction.

EXPECTATION / BENCHMARK	IT-LC4.1.	<p>Initiates and responds in conversations with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION / BENCHMARK	IT-LC4.2.	<p>Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
EXPECTATION / BENCHMARK	IT-LC4.3.	<p>Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with</p>

		<p>adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC5.	Child uses increasingly complex language in conversation with others.
EXPECTATION / BENCHMARK	IT-LC5.1.	<p>Uses sentences of three or more words in conversation with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

EXPECTATION / BENCHMARK	IT-LC5.2.	<p>Asks and answers simple questions in conversations with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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EXPECTATION / BENCHMARK	IT-LC5.3.	<p>Refers to past or future events in conversation with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge:</p>
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		Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: COMMUNICATING AND SPEAKING
BENCHMARK / STRAND	IT-LC6.	Child initiates non-verbal communication and language to learn and gain information.
EXPECTATION / BENCHMARK	IT-LC6.1.	<p>Asks questions in a variety of ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

EXPECTATION / BENCHMARK	IT-LC6.2.	<p>Repeats or re-phrases questions until a response is received.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: VOCABULARY
BENCHMARK / STRAND	IT-LC7.	Child understands an increasing number of words used in communication with others.
EXPECTATION / BENCHMARK	IT-LC7.1.	<p>Shows understanding of the meaning of common words used in daily activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>

EXPECTATION / BENCHMARK	IT-LC7.2.	<p>Attends to new words used in conversation with others.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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EXPECTATION / BENCHMARK	IT-LC7.3.	<p>Understands most positional words, such as on, under, up, or down.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: VOCABULARY
BENCHMARK / STRAND	IT-LC8.	Child uses an increasing number of words in communication and conversation with others.
EXPECTATION / BENCHMARK	IT-LC8.1.	<p>Shows rapid growth in number of words or signs used in conversation with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

EXPECTATION / BENCHMARK	IT-LC8.2.	<p>Demonstrates a vocabulary of at least 300 words in home language.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC9.	Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
EXPECTATION / BENCHMARK	IT-LC9.1.	<p>Repeats simple familiar rhymes or sings favorite songs.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to</p>

		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC10.	Child handles books and relates them to their stories or information.
EXPECTATION / BENCHMARK	IT-LC10.1.	<p>Asks to have several favorite books read over and over.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

EXPECTATION / BENCHMARK	IT-LC10.2.	<p>Holds book, turns pages, and pretends to read.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC11.	Child recognizes pictures and some symbols, signs, or words.
EXPECTATION / BENCHMARK	IT-LC11.2.	<p>Recognizes familiar signs on a building or street.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

EXPECTATION / BENCHMARK	IT-LC11.3.	<p>Attributes meaning to some symbols, such as a familiar logo or design.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
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STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC12.	Child comprehends meaning from pictures and stories.
EXPECTATION / BENCHMARK	IT-LC12.1.	<p>Uses pictures as a guide to talk about a story that has been read.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

STANDARD / CONTENT AREA	HS.LC.B-36.	Language and Communication (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT LITERACY
BENCHMARK / STRAND	IT-LC13.	Child makes marks and uses them to represent objects or actions.
EXPECTATION / BENCHMARK	IT-LC13.1.	<p>Draws pictures using scribbles and talks with others about what they have made.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

EXPECTATION / BENCHMARK	IT-LC13.2.	<p>Draws straight lines or curved lines.</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self
EXPECTATION / BENCHMARK	IT-LC13.3.	<p>Makes letter-like marks or scribbles on paper.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY
BENCHMARK / STRAND	IT-C1.	Child actively explores people and objects to understand self, others, and objects.
EXPECTATION / BENCHMARK	IT-C1.1.	<p>Learns about characteristics of people and properties and uses of objects through the senses and active exploration.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION / BENCHMARK	IT-C1.2.	<p>Experiments with everyday objects or materials to answer "What?", "Why?" or "How?" questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>

		Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EXPLORATION AND DISCOVERY
BENCHMARK / STRAND	IT-C2.	Child uses understanding of causal relationships to act on social and physical environments.
EXPECTATION / BENCHMARK	IT-C2.2.	Anticipates some cause and effects of own actions, such as what happens while running with a cup of water. <u>Progress Monitoring Skills</u> 2 Year Olds: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Explores the effects that simple actions may have on objects

STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C3.	Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.
EXPECTATION / BENCHMARK	IT-C3.1.	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar. <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals 2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)

EXPECTATION / BENCHMARK	IT-C3.2.	Tells others about what will happen next or about changes in usual routines or schedules. <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY

BENCHMARK / STRAND	IT-C4.	Child recognizes the stability of people and objects in the environment.
EXPECTATION / BENCHMARK	IT-C4.1.	<p>Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

EXPECTATION / BENCHMARK	IT-C4.2.	<p>Looks in several different places for a toy that was played with a few days before.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: MEMORY
BENCHMARK / STRAND	IT-C5.	Child uses memories as a foundation for more complex actions and thoughts.
EXPECTATION / BENCHMARK	IT-C5.2.	<p>Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

EXPECTATION / BENCHMARK	IT-C5.3.	<p>Repeats simple rules about expected behavior, such as "We wash our hands before we eat."</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
BENCHMARK / STRAND	IT-C6.	Child learns to use a variety of strategies in solving problems.
EXPECTATION / BENCHMARK	IT-C6.1.	Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

EXPECTATION / BENCHMARK	IT-C6.2.	Tries to solve the same problem in several different ways at different times. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
BENCHMARK / STRAND	IT-C7.	Child uses reasoning and planning ahead to solve problems.
EXPECTATION / BENCHMARK	IT-C7.1.	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise

EXPECTATION / BENCHMARK	IT-C7.2.	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C8.	Child develops sense of number and quantity.
EXPECTATION / BENCHMARK	IT-C8.1.	Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

EXPECTATION / BENCHMARK	IT-C8.3.	Uses fingers to show how old they are. <u>Progress Monitoring Skills</u>
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		2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C9.	Child uses spatial awareness to understand objects and their movement in space.
EXPECTATION / BENCHMARK	IT-C9.1.	Does puzzles with interlocking pieces, different colors and shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

EXPECTATION / BENCHMARK	IT-C9.2.	Understands some effects of size or weight when picking up or moving objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING
BENCHMARK / STRAND	IT-C10.	Child uses matching and sorting of objects or people to understand similar and different characteristics.
EXPECTATION / BENCHMARK	IT-C10.1.	Sorts toys or other objects by color, shape or size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

EXPECTATION / BENCHMARK	IT-C10.2.	Orders some objects by size. <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:
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		Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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EXPECTATION / BENCHMARK	IT-C10.3.	Identifies characteristics of people, such as “Mom has black hair like me.” <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C11.	Child observes and imitates sounds, words, gestures, actions, and behaviors.
EXPECTATION / BENCHMARK	IT-C11.1.	Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

EXPECTATION / BENCHMARK	IT-C11.2.	Imitates someone else’s conversation, such as in pretend play or on a toy phone. <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
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STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
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CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C12.	Child uses objects or symbols to represent something else.
EXPECTATION / BENCHMARK	IT-C12.1.	<p>Uses familiar objects to represent something else.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION / BENCHMARK	IT-C12.2.	<p>Improvise with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION / BENCHMARK	IT-C12.3.	<p>Understands that some symbols have meaning, such as a sign or a drawing.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
STANDARD / CONTENT AREA	HS.C.B-36.	Cognition (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
BENCHMARK / STRAND	IT-C13.	Child uses pretend play to increase understanding of culture, environment, and experiences.
EXPECTATION / BENCHMARK	IT-C13.1.	<p>Seeks to involve others in pretend or make-believe play.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
EXPECTATION / BENCHMARK	IT-C13.3.	<p>Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP1.	Child uses perceptual information to understand objects, experiences, and interactions.
EXPECTATION / BENCHMARK	IT-PMP1.1.	<p>Combines information gained through the senses to understand objects, experiences, and interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION / BENCHMARK	IT-PMP1.2.	<p>Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>

		<p>3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p> <p>31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p> <p>31.2 Uses the senses to observe and explore the environment</p>
EXPECTATION / BENCHMARK	IT-PMP1.3.	<p>Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p> <p>31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p> <p>31.2 Uses the senses to observe and explore the environment</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: PERCEPTION
BENCHMARK / STRAND	IT-PMP2.	Child uses perceptual information in directing own actions, experiences, and interactions.
EXPECTATION / BENCHMARK	IT-PMP2.1.	<p>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p> <p>3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With</p>

		adult support begins to demonstrate understanding of directions through songs, finger plays and games
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EXPECTATION / BENCHMARK	IT-PMP2.2.	<p>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP3.	Child demonstrates effective and efficient use of large muscles for movement and position.
EXPECTATION / BENCHMARK	IT-PMP3.1.	<p>Coordinates movements and actions for a purpose.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

EXPECTATION / BENCHMARK	IT-PMP3.2.	<p>Walks and runs, adjusting speed or direction depending on the situation.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill:</p>
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		<p>3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
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STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP4.	Child demonstrates effective and efficient use of large muscles to explore the environment.
EXPECTATION / BENCHMARK	IT-PMP4.1.	<p>Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION / BENCHMARK	IT-PMP4.2.	<p>Experiments with different ways of moving the body, such as dancing around the room.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>

STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: GROSS MOTOR
BENCHMARK / STRAND	IT-PMP5.	Child uses sensory information and body awareness to understand how their body relates to the environment.
EXPECTATION / BENCHMARK	IT-PMP5.1.	<p>Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

		<p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
EXPECTATION / BENCHMARK	IT-PMP5.2.	<p>Adjusts position of body to fit through or into small spaces.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP6.	Child coordinates hand and eye movements to perform actions.
EXPECTATION / BENCHMARK	IT-PMP6.1.	<p>Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
EXPECTATION / BENCHMARK	IT-PMP6.2.	<p>Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP7.	Child uses hands for exploration, play, and daily routines.

EXPECTATION / BENCHMARK	IT-PMP7.1.	<p>Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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EXPECTATION / BENCHMARK	IT-PMP7.2.	<p>Coordinates use of both hands to put things together, such as connecting blocks or linking toys.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: FINE MOTOR
BENCHMARK / STRAND	IT-PMP8.	Child adjusts reach and grasp to use tools.
EXPECTATION / BENCHMARK	IT-PMP8.3.	<p>Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil</p>

STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP9.	Child demonstrates healthy behaviors with increasing independence as part of everyday routines.
EXPECTATION / BENCHMARK	IT-PMP9.1.	<p>Shows increasing independence in self-care routines with guidance from adults.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</p>

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
EXPECTATION / BENCHMARK	IT-PMP9.2.	<p>Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP10.	Child uses safe behaviors with support from adults.
EXPECTATION / BENCHMARK	IT-PMP10.1.	<p>Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
EXPECTATION / BENCHMARK	IT-PMP10.2.	<p>Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
STANDARD / CONTENT AREA	HS.PMP.B-36.	Perceptual, Motor, and Physical Development (By 36 Months)
CONTENT STANDARD / PROFICIENCY		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
BENCHMARK / STRAND	IT-PMP11.	Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.
EXPECTATION / BENCHMARK	IT-PMP11.1.	<p>Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition:</p>

		Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
EXPECTATION / BENCHMARK	IT-PMP11.2.	<p>Sometimes makes nutritious choices with support from an adult.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
EXPECTATION / BENCHMARK	IT-PMP11.3.	<p>Communicates to adults when hungry, thirsty, or has had enough to eat.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

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