



Curriculum Alignment



**WITH OHIO'S EARLY LEARNING
& DEVELOPMENT STANDARDS**

25 to 36 Months

DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.1.	Self
BENCHMARK / GRADE LEVEL INDICATOR	SED.1.1.	Awareness and Expression of Emotion
PROFICIENCY LEVEL	SED.1.1.OT.a.	<p>Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.1.	Self
BENCHMARK / GRADE LEVEL INDICATOR	SED.1.2.	Self-Concept
PROFICIENCY LEVEL	SED.1.2.OT.a.	<p>Show awareness of themselves as belonging to one or more groups.</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>
PROFICIENCY LEVEL	SED.1.2.OT.b.	<p>Identify own feelings, needs and interests.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.1.	Self
BENCHMARK / GRADE LEVEL INDICATOR	SED.1.3.	Self-Comforting
PROFICIENCY LEVEL	SED.1.3.OT.a.	<p>Anticipate the need for comfort and try to prepare for changes in routine.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.1.	Self

BENCHMARK / GRADE LEVEL INDICATOR	SED.1.4.	Self-Regulation
PROFICIENCY LEVEL	SED.1.4.OT.a.	<p>With modeling and support, manage actions and emotional expressions.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.1.	Self
BENCHMARK / GRADE LEVEL INDICATOR	SED.1.5.	Sense of Competence
PROFICIENCY LEVEL	SED.1.5.OT.a.	<p>Recognize own abilities and express satisfaction when demonstrating them to others.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.2.	Relationships
BENCHMARK / GRADE LEVEL INDICATOR	SED.2.1.	Attachment
PROFICIENCY LEVEL	SED.2.1.OT.a.	<p>Display signs of comfort during play when familiar adults are nearby but not in the immediate area.</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>
PROFICIENCY LEVEL	SED.2.1.OT.b.	<p>Seek security and support from familiar adults when distressed.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.2.	Relationships
BENCHMARK / GRADE LEVEL INDICATOR	SED.2.2.	Interactions with Adults

PROFICIENCY LEVEL	SED.2.2.OT.a.	<p>Interact with familiar adults in a variety of ways.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.SED.	Social and Emotional Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	SED.2.	Relationships
BENCHMARK / GRADE LEVEL INDICATOR	SED.2.3.	Peer Interactions and Relationships
PROFICIENCY LEVEL	SED.2.3.OT.a.	<p>Engage in associative play with peers.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
PROFICIENCY LEVEL	SED.2.3.OT.b.	<p>With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

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STANDARD / BENCHMARK	SED.2.	Relationships
BENCHMARK / GRADE LEVEL INDICATOR	SED.2.4.	Empathy
PROFICIENCY LEVEL	SED.2.4.OT.a.	<p>Demonstrate awareness that others have feelings.</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>
PROFICIENCY LEVEL	SED.2.4.OT.b.	<p>Respond in caring ways to another's distress in some situations.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.ATL.	Approaches toward Learning - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	ATL.1.	Initiative
BENCHMARK / GRADE LEVEL INDICATOR	ATL.1.1.	Initiative and Curiosity
PROFICIENCY LEVEL	ATL.1.1.OT.a.	<p>Experiment in the environment with purpose.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 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>
PROFICIENCY LEVEL	ATL.1.1.OT.b.	<p>Ask questions to gain information.</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</p>

		demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
DOMAIN / ACADEMIC CONTENT STANDARD	OH.ATL.	Approaches toward Learning - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	ATL.1.	Initiative
BENCHMARK / GRADE LEVEL INDICATOR	ATL.1.2.	Planning, Action and Reflection
PROFICIENCY LEVEL	ATL.1.2.OT.a.	<p>Make choices to achieve a desired goal.</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>
PROFICIENCY LEVEL	ATL.1.2.OT.b.	<p>Use previous learning to inform new experiences with people and objects in their environment.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.ATL.	Approaches toward Learning - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	ATL.2.	Engagement and Persistence
BENCHMARK / GRADE LEVEL INDICATOR	ATL.2.1.	Attention
PROFICIENCY LEVEL	ATL.2.1.OT.a.	<p>Focus on an activity for short periods of time despite distractions.</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</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.ATL.	Approaches toward Learning - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	ATL.2.	Engagement and Persistence
BENCHMARK / GRADE LEVEL INDICATOR	ATL.2.2.	Persistence
PROFICIENCY LEVEL	ATL.2.2.OT.a.	<p>Engage in self-initiated activities for sustained 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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.ATL.	Approaches toward Learning - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	ATL.3.	Strand Creativity
BENCHMARK / GRADE LEVEL INDICATOR	ATL.3.2.	Expression of Ideas and Feelings through the Arts
PROFICIENCY LEVEL	ATL.3.2.OT.a.	<p>Use self-selected materials and media to express ideas and feelings.</p> <p><u>Progress Monitoring Skills</u></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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.1.	Motor Development
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.1.1.	Large Muscle, Balance and Coordination
PROFICIENCY LEVEL	PWMD.1.1.OT.a.	<p>Use locomotor skills with increasing coordination and balance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

		<p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
PROFICIENCY LEVEL	PWMD.1.1.OT.b.	<p>Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.2.	Motor Development
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.2.1.	Small Muscle: Touch Grasp, Reach, Manipulate
PROFICIENCY LEVEL	PWMD.2.1.OT.a.	<p>Coordinate the use of arms, hands and fingers to accomplish tasks.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.2.	Motor Development
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.2.2.	Oral-Motor
PROFICIENCY LEVEL	PWMD.2.2.OT.a.	<p>Take bites from whole foods and coordinate chewing and swallowing.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.2.	Motor Development
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.2.3.	Sensory Motor
PROFICIENCY LEVEL	PWMD.2.3.OT.a.	<p>Use sensory information to guide movement to accomplish tasks.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p>

		Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.3.	Physical Well-Being
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.3.1.	Body Awareness
PROFICIENCY LEVEL	PWMD.3.1.OT.a.	<p>Name, point to and move body parts when asked.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.3.	Physical Well-Being
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.3.2.	Physical Activity
PROFICIENCY LEVEL	PWMD.3.2.OT.a.	<p>Participate in active physical play and structured activities requiring spontaneous and instructed body movements.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.3.	Physical Well-Being
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.3.3.	Nutrition
PROFICIENCY LEVEL	PWMD.3.3.OT.a.	<p>Make simple food choices, has food preferences and demonstrate willingness to try new foods.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.3.	Physical Well-Being
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.3.4.	Self-Help
PROFICIENCY LEVEL	PWMD.3.4.OT.a.	<p>With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).</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.
DOMAIN / ACADEMIC CONTENT STANDARD	OH.PWMD.	Physical Well-Being and Motor Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	PWMD.3.	Physical Well-Being
BENCHMARK / GRADE LEVEL INDICATOR	PWMD.3.5.	Safety Practices
PROFICIENCY LEVEL	PWMD.3.5.OT.a.	<p>Cooperate and/or stop a behavior in response to a direction regarding safety.</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>
PROFICIENCY LEVEL	PWMD.3.5.OT.b.	<p>Use adults as resources when needing help in potentially unsafe or dangerous situations.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK.	Cognition and General Knowledge - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK.1.	Cognitive Skills
BENCHMARK / GRADE LEVEL INDICATOR	CGK.1.1.	Memory
PROFICIENCY LEVEL	CGK.1.1.OT.a.	<p>Recall information over a longer period of time without contextual cues.</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>
PROFICIENCY LEVEL	CGK.1.1.OT.b.	<p>Reenact a sequence of events accomplished or observed at an earlier time.</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>
PROFICIENCY LEVEL	CGK.1.1.OT.c.	<p>Anticipate routines.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult</p>

		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
PROFICIENCY LEVEL	CGK.1.1.OT.d.	Link past and present activities. <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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK.	Cognition and General Knowledge - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK.1.	Cognitive Skills
BENCHMARK / GRADE LEVEL INDICATOR	CGK.1.2.	Symbolic Thought
PROFICIENCY LEVEL	CGK.1.2.OT.a.	Engage in pretend play involving several sequenced steps and assigned roles. <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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK.	Cognition and General Knowledge - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK.1.	Cognitive Skills
BENCHMARK / GRADE LEVEL INDICATOR	CGK.1.3.	Reasoning and Problem-Solving
PROFICIENCY LEVEL	CGK.1.3.OT.a.	In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work. <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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.1.	Number Sense
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.1.1.	Number Sense and Counting
PROFICIENCY LEVEL	CGK:MA.1.1.OT.a.	Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much. <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
PROFICIENCY LEVEL	CGK:MA.1.1.OT.b.	Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.

		<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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.2.	Number Relationships and Operations
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.2.1.	Number Relationships
PROFICIENCY LEVEL	CGK:MA.2.1.OT.a.	Demonstrate an understanding that adding to increases the number of objects in the group. <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.3.	Algebra
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.3.1.	Group and Categorize
PROFICIENCY LEVEL	CGK:MA.3.1.OT.a.	Sort objects into two or more groups by their properties and uses. <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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.4.	Measurement and Data
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.4.1.	Describe and Compare Measureable Attributes
PROFICIENCY LEVEL	CGK:MA.4.1.OT.a.	Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer. <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
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.5.	Geometry
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.5.1.	Spatial Relationships
PROFICIENCY LEVEL	CGK:MA.5.1.OT.a.	Demonstrate how things fit together and/or move in space with increasing accuracy.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:MA.	Cognition and General Knowledge: Mathematics - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:MA.5.	Geometry
BENCHMARK / GRADE LEVEL INDICATOR	CGK:MA.5.2.	Identify and Describe Shapes
PROFICIENCY LEVEL	CGK:MA.5.2.OT.a.	Recognize basic shapes. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:SS.	Cognition and General Knowledge: Social Studies - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:SS.1.	Self
BENCHMARK / GRADE LEVEL INDICATOR	CGK:SS.1.1.	Social Identity
PROFICIENCY LEVEL	CGK:SS.1.1.OT.a.	Identify self and others as belonging to one or more groups by observable characteristics. <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

DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:SC.	Cognition and General Knowledge: Science - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:SC.1.	Science Inquiry and Application
BENCHMARK / GRADE LEVEL INDICATOR	CGK:SC.1.1.	Inquiry
PROFICIENCY LEVEL	CGK:SC.1.1.OT.a.	Engage in sustained and complex manipulation of objects. <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
DOMAIN / ACADEMIC CONTENT STANDARD	OH.CGK:SC.	Cognition and General Knowledge: Science - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	CGK:SC.1.	Science Inquiry and Application
BENCHMARK / GRADE LEVEL INDICATOR	CGK:SC.1.2.	Cause and Effect
PROFICIENCY LEVEL	CGK:SC.1.2.OT.b.	Make predictions. <u>Progress Monitoring Skills</u> 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.1.	Listening and Speaking
BENCHMARK / GRADE LEVEL INDICATOR	LLD.1.1.	Receptive Language and Comprehension
PROFICIENCY LEVEL	LLD.1.1.OT.a.	Show understanding of requests and statements referring to people, objects, ideas and feelings. <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
PROFICIENCY LEVEL	LLD.1.1.OT.b.	Demonstrate interest in and use words that are new or unfamiliar in conversation and play. <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>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>
PROFICIENCY LEVEL	LLD.1.1.OT.c.	<p>Understand when words are used in unconventional ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.1.	Listening and Speaking
BENCHMARK / GRADE LEVEL INDICATOR	LLD.1.2.	Expressive Language
PROFICIENCY LEVEL	LLD.1.2.OT.b.	<p>With modeling and support, describe experiences with people, places and things.</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>
PROFICIENCY LEVEL	LLD.1.2.OT.c.	<p>Use words that indicate position and direction.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.1.	Listening and Speaking
BENCHMARK / GRADE LEVEL INDICATOR	LLD.1.3.	Social Communication
PROFICIENCY LEVEL	LLD.1.3.OT.a.	<p>Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.2.	Reading
BENCHMARK / GRADE LEVEL INDICATOR	LLD.2.1.	Early Reading
PROFICIENCY LEVEL	LLD.2.1.OT.a.	<p>Show an appreciation for reading books, telling stories and singing.</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: 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: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.2.	Reading
BENCHMARK / GRADE LEVEL INDICATOR	LLD.2.2.	Reading Comprehension
PROFICIENCY LEVEL	LLD.2.2.OT.a.	<p>Demonstrate an understanding of the meaning of stories and information in books.</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>
PROFICIENCY LEVEL	LLD.2.2.OT.b.	<p>Use pictures to describe and predict stories and information in books.</p> <p><u>Progress Monitoring Skills</u></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: 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: 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>
PROFICIENCY LEVEL	LLD.2.2.OT.c.	<p>Understand when words are used in unconventional ways during shared reading.</p> <p><u>Progress Monitoring Skills</u></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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.2.	Reading
BENCHMARK / GRADE LEVEL INDICATOR	LLD.2.4.	Print Concepts
PROFICIENCY LEVEL	LLD.2.4.OT.a.	<p>Demonstrate a beginning understanding that print carries meaning.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.2.	Reading
BENCHMARK / GRADE LEVEL INDICATOR	LLD.2.5.	Phonological Awareness
PROFICIENCY LEVEL	LLD.2.5.OT.a.	<p>Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).</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>

DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.2.	Reading
BENCHMARK / GRADE LEVEL INDICATOR	LLD.2.6.	Letter and Word Recognition
PROFICIENCY LEVEL	LLD.2.6.OT.a.	<p>With modeling and support recognize familiar logos and environmental print.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.3.	Writing
BENCHMARK / GRADE LEVEL INDICATOR	LLD.3.1.	Early Writing
PROFICIENCY LEVEL	LLD.3.1.OT.a.	<p>Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.</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>
DOMAIN / ACADEMIC CONTENT STANDARD	OH.LLD.	Language and Literacy Development - Older Toddlers (16 – 36 months)
STANDARD / BENCHMARK	LLD.3.	Writing
BENCHMARK / GRADE LEVEL INDICATOR	LLD.3.3.	Writing Application and Composition
PROFICIENCY LEVEL	LLD.3.3.OT.a.	<p>Make marks and “scribble writing” to represent objects and ideas.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

For any questions, please contact Learning Beyond at support@learningbeyondpaper.com.