



Curriculum Alignment with

Pennsylvania Learning Standards for Early Childhood

Grade: **Ages 13 to 24 months** - Adopted: **2014**

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Young Toddler)
STANDARD AREA / STATEMENT	AL.1.YT.	Constructing and Gathering Knowledge
STANDARD		Big Idea: Children actively construct knowledge through routines, play, practices, and language. Children use a variety of strategies to gather information based upon their own individualized approach to learning. Essential Questions: What strategies can be used to gather information? What can I learn from my every day experiences, including play?
DESCRIPTOR / STANDARD	AL.1.YT.A.	Curiosity and Initiative: Show interest in various environmental stimuli.
DESCRIPTOR	AL.1.YT.A.1.	<p>Ask questions to obtain an adult response.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
DESCRIPTOR	AL.1.YT.A.2.	<p>Point to and move towards an object or activity.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.1.YT.A.3.	<p>Engage with objects to learn about them.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.1.YT.A.4.	<p>Reach for or ask to play with a new toy or object after introduced by adult.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR / STANDARD	AL.1.YT.B.	Risk Taking: Explore the environment in close proximity to and in the constant sight of familiar adult.
DESCRIPTOR	AL.1.YT.B.1.	<p>Engage with an unfamiliar adult while a familiar adult is nearby.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress</p>

		<p>Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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DESCRIPTOR	AL.1.YT.B.2.	<p>Participate in new experiences initiated by familiar adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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DESCRIPTOR / STANDARD	AL.1.YT.C.	Stages of Play: Engage in associative play.
DESCRIPTOR	AL.1.YT.C.1.	<p>Imitate action of peers and adults in their play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

DESCRIPTOR	AL.1.YT.C.3.	<p>Color on paper with crayons while seated next to another child who is coloring or painting.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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DESCRIPTOR	AL.1.YT.C.4.	<p>Place phone to ear and pretend to listen after watching a peer complete similar action.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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DESCRIPTOR	AL.1.YT.C.5.	<p>Join others at play, first watching and later joining in.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Young Toddler)
STANDARD AREA / STATEMENT	AL.2.YT.	Organizing and Understanding Information
STANDARD		<p>Big Idea: Strategies for filtering and organizing information are important to the learning process. Essential Questions: How do I decide what information/task to attend to? What strategies do I use to organize information?</p>
DESCRIPTOR / STANDARD	AL.2.YT.A.	Engagement and Attention: Engage with others, focus attention and participate in activities for longer periods of time.
DESCRIPTOR	AL.2.YT.A.1.	<p>Engage in the same activity over and over.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>

DESCRIPTOR	AL.2.YT.A.2.	<p>Engage with adult in extended reciprocal interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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DESCRIPTOR	AL.2.YT.A.3.	<p>Examine an object with interest.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
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		12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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DESCRIPTOR / STANDARD	AL.2.YT.B.	Task Analysis: Know the sequence of familiar routines.
DESCRIPTOR	AL.2.YT.B.2.	Demonstrate frustration when routine is changed. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

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DESCRIPTOR / STANDARD	AL.2.YT.C.	Persistence: Attempt to accomplish challenging tasks.
DESCRIPTOR	AL.2.YT.C.1.	Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task). <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance

DESCRIPTOR	AL.2.YT.C.2.	Persist in working with materials that are challenging.
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		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.2.YT.C.3.	<p>Solve simple problems independently.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.2.YT.C.4.	<p>Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p>
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		<p>Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.2.YT.C.5.	<p>Stick to a task for a short period of time before asking for help.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.2.YT.C.6.	<p>Show excitement in completion of a challenging task.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and</p>
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		curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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DESCRIPTOR / STANDARD	AL.2.YT.D.	Patterning: Recognize simple patterns in the environment.
DESCRIPTOR	AL.2.YT.D.2.	Dance to rhythmic music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music

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DESCRIPTOR / STANDARD	AL.2.YT.E.	Memory: Recall information from previous experiences.
DESCRIPTOR	AL.2.YT.E.1.	Relate information and/or experiences from the past. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects

DESCRIPTOR	AL.2.YT.E.2.	Engage in memory games. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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STANDARD AREA / STATEMENT	AL.3.YT.	Applying Knowledge
STANDARD		Big Idea: Prior knowledge and experiences can be used to express and create new understandings. Essential Questions: How do I use what I already know to understand new things? How do I represent new understandings?
DESCRIPTOR / STANDARD	AL.3.YT.A/B.	Creativity/Invention: Express self through simple actions, gestures and words.
DESCRIPTOR	AL.3.YT.A/B.1.	Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects

		<p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR / STANDARD	AL.3.YT.C.	Representation: Use a variety of materials to represent familiar objects.
DESCRIPTOR	AL.3.YT.C.1.	<p>Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Young Toddler)
STANDARD AREA / STATEMENT	AL.4.YT.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.YT.A.	Making Connections: Relay experience from one setting to another.
DESCRIPTOR	AL.4.YT.A.1.	<p>Share new skills or tasks, learned or practiced, outside the school setting.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p>

		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.4.YT.A.2.	<p>Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.4.YT.A.3.	<p>Use familiar phrases or behaviors from one setting in another setting.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p>
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		<p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.4.YT.A.4.	<p>Engage in play that reflects home culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Young Toddler)
STANDARD AREA / STATEMENT	AL.4.YT.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.YT.B.	Resiliency – Competence: Repeat familiar activity to gain comfort and confidence.
DESCRIPTOR	AL.4.YT.B.1.	<p>REFERENCE 16.1.YT.C.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress</p>

		Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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SUBJECT / STANDARD AREA	PA.AL.	Approaches to Learning Through Play (Young Toddler)
STANDARD AREA / STATEMENT	AL.4.YT.	Learning Through Experience
STANDARD		Big Idea: Experiences provide the context in which learning is constructed. Essential Questions: In what ways does an experience in one setting influence my learning and experiences in another setting? How do I learn from my mistakes and/or from challenging situations?
DESCRIPTOR / STANDARD	AL.4.YT.C.	Problem Solving: Solve simple problems independently.
DESCRIPTOR	AL.4.YT.C.1.	<p>Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

DESCRIPTOR	AL.4.YT.C.2.	<p>Repeat actions in attempt to achieve desired outcome.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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DESCRIPTOR	AL.4.YT.C.3.	Observe other's actions with materials to learn strategies for problem-solving.
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		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.4.YT.C.4.	<p>Explore objects to see how they work.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.4.YT.C.5.	<p>Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.4.YT.C.6.	<p>Try new ways to complete a familiar task.</p>

		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.4.YT.C.7.	<p>Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
DESCRIPTOR	AL.4.YT.C.8.	<p>Use a previously successful strategy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)

STANDARD AREA / STATEMENT	1.1.YT.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.YT.A.	Book Handling: Demonstrate beginning book handling skills.
DESCRIPTOR	1.1.YT.A.1.	Point to or frequently turn to favorite parts of a book. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment

DESCRIPTOR	1.1.YT.A.2.	Turn pages. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.1.YT.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.YT.B.	Print Concepts: Demonstrate interest in pictures and text.
DESCRIPTOR	1.1.YT.B.1.	Shows preference for favorite books or pages. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options

DESCRIPTOR	1.1.YT.B.2.	Point to or frequently turn to favorite parts in a book. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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DESCRIPTOR	1.1.YT.B.3.	Notice print in the environment.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.1.YT.	Foundational Skills
STANDARD		Big Idea: Emerging reading involves the use of pictures, symbols and text to gain information and derive meaning. Essential Question: How do I acquire and practice pre-reading skills?
DESCRIPTOR / STANDARD	1.1.YT.C.	Phonological Awareness: Identify and imitate familiar sounds in the environment.
DESCRIPTOR	1.1.YT.C.1.	Label sounds when they are heard (e.g. say “dog” when they hear a dog barking). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

DESCRIPTOR	1.1.YT.C.2.	Repeat a sound sequence (e.g. “E, I, E, I, O”). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.2.YT.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one’s ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.YT.B.	Key Ideas and - Respond to simple questions about a text.
DESCRIPTOR	1.2.YT.B.1.	Point to picture in a text when asked by an adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.2.YT.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.YT.C.	Key Ideas and Details - Relate familiar objects in a text to personal experience.
DESCRIPTOR	1.2.YT.C.1.	Point to picture in a book when asked by adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

DESCRIPTOR	1.2.YT.C.3.	Move to real object after viewing in a text. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.2.YT.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.YT.G.	Integration of Knowledge and: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.2.YT.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze,

		evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.YT.J.	Vocabulary Acquisition and Use: Use new vocabulary in everyday speech.
DESCRIPTOR	1.2.YT.J.2.	Use newly acquired vocabulary to name objects. <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
DESCRIPTOR	1.2.YT.J.3.	Understand about 200 words and use about 50 in everyday speech. <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.2.YT.	Reading Informational Text
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.2.YT.L.	Range of Reading: Actively engage in reading activities for short periods of time.
DESCRIPTOR	1.2.YT.L.1.	Listen to and interact with adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted
DESCRIPTOR	1.2.YT.L.4.	Purposefully seek out opportunities to engage with books. <u>Progress Monitoring Skills</u>

		12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.3.YT.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.YT.A.	Key Ideas and Details – Theme – EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.3.YT.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.YT.B.	Key Ideas and Details Text - Respond to simple questions about a story.
DESCRIPTOR	1.3.YT.B.1.	Point to picture in a story when asked by an adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.3.YT.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?

DESCRIPTOR / STANDARD	1.3.YT.C.	<p>Key Ideas and Details - Literary Elements – EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
DESCRIPTOR / STANDARD	1.3.YT.G.	<p>Integration of Knowledge and – EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.3.YT.	Reading Literature
STANDARD		<p>Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?</p>
DESCRIPTOR / STANDARD	1.3.YT.J.	Vocabulary Acquisition and - Use new vocabulary in everyday speech.
DESCRIPTOR	1.3.YT.J.1.	<p>Ask adults questions to learn names for new objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>
DESCRIPTOR	1.3.YT.J.2.	<p>Use newly acquired vocabulary to name objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
DESCRIPTOR	1.3.YT.J.3.	<p>Understand about 200 words and use about 50 in everyday speech.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p>

SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.3.YT.	Reading Literature
STANDARD		Big Idea: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. An expanded vocabulary enhances one's ability to express ideas and information. Essential Questions: What is the text really about? How does interaction with the text promote thinking and response? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary?
DESCRIPTOR / STANDARD	1.3.TY.L.	Range of Reading: Actively engage in reading activities for short periods of time.
DESCRIPTOR	1.3.YT.L.1.	Listen to and interact with adult. <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props

DESCRIPTOR	1.3.YT.L.4.	Purposefully seek out opportunities to engage with books. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.4.YT.	Writing
STANDARD		Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Effective research requires the use of varied resources to gain or expand knowledge. Essential Questions: What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?
DESCRIPTOR / STANDARD	1.4.YT.R.	Narrative Conventions of Language: Scribble with writing and drawing tools.
DESCRIPTOR	1.4.YT.R.1.	Make marks that appear in random order. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper

DESCRIPTOR	1.4.YT.R.2.	<p>Repeat scribbles.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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DESCRIPTOR	1.4.YT.R.3.	<p>Choose from a variety of writing tools and surfaces during play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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DESCRIPTOR	1.4.YT.R.5.	<p>Create shapes and scribbles from tactile materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.5.YT.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>
DESCRIPTOR / STANDARD	1.5.YT.A.	Comprehension and Collaboration: Use sounds, gestures, and words as a form of reciprocal communication.
DESCRIPTOR	1.5.YT.A.1.	<p>Use verbal and nonverbal language to have needs met.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

		<p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR	1.5.YT.A.2.	<p>Use verbal and nonverbal language to show interest in objects and people.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR	1.5.YT.A.3.	<p>Engage in conversational turn taking.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.5.YT.	Speaking and Listening
STANDARD		<p>Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?</p>

DESCRIPTOR / STANDARD	1.5.YT.C.	Comprehension and Collaboration Evaluation: Respond to questions, comments or directions.
DESCRIPTOR	1.5.YT.C.1.	Focus attention on speaker and attempt to imitate speech. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
DESCRIPTOR	1.5.YT.C.2.	Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked). <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers
DESCRIPTOR	1.5.YT.C.3.	Follow a one-step simple direction. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions
SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.5.YT.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.YT.D/E.	Presentation of Knowledge: Use 1-2 words and/or signs to communicate.
DESCRIPTOR	1.5.YT.D/E.1.	Use simple words and/or signs to indicate wants or needs. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of

		<p>purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR	1.5.YT.D/E.2.	<p>Use simple gestures.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR	1.5.YT.D/E.3.	<p>Use inflection when speaking.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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		12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play
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DESCRIPTOR	1.5.YT.D/E.4.	Express thoughts, feelings and ideas. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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DESCRIPTOR	1.5.YT.D/E.5.	Talk about stories, experiences and interests. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her
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SUBJECT / STANDARD AREA	PA.LLD.	Language and Literacy Development (Young Toddler)
STANDARD AREA / STATEMENT	1.5.YT.	Speaking and Listening
STANDARD		Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Essential Questions: What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?
DESCRIPTOR / STANDARD	1.5.YT.G.	Conventions of Standard English: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.1.YT.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.YT.A.1.	Counting and Cardinality: Cardinality: Imitate rote counting using some names of numbers.
DESCRIPTOR	2.1.YT.A.1.1.	Attempt to count, not always in the correct order. <u>Progress Monitoring Skills</u>

		<p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.1.YT.	Numbers and Operations
STANDARD		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
DESCRIPTOR / STANDARD	2.1.YT.A.2.	<p>Counting and Cardinality – Counting: EMERGING.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.1.YT.	Numbers and Operations
STANDARD		<p>Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?</p>
DESCRIPTOR / STANDARD	2.1.YT.A.3.	<p>Counting and Cardinality – Comparing: Explore simple comparisons of quantity.</p>
DESCRIPTOR	2.1.YT.A.3.2.	<p>Notice differences in size (e.g. big, small).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

DESCRIPTOR	2.1.YT.A.3.4.	<p>Participate in comparison activities.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.1.YT.	Numbers and Operations
STANDARD		Big Idea: Mathematical relationships among numbers can be represented, compared, and communicated. Essential Question: How is mathematics used to quantify, compare, represent, and model numbers?
DESCRIPTOR / STANDARD	2.1.YT.MP.	Counting and Cardinality - Mathematical Processes: Engage and persist in numerical play.
DESCRIPTOR	2.1.YT.MP.1.	<p>Stack and unstack objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

DESCRIPTOR	2.1.YT.MP.2.	<p>Dump and fill objects into and out of containers.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>
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DESCRIPTOR	2.1.YT.MP.3.	<p>Place objects inside of other objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance,</p>
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		weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately
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DESCRIPTOR	2.1.YT.MP.4.	Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books). <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.2.YT.	Algebraic Concepts
STANDARD		Big Idea: Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations. Essential Question: How are relationships represented mathematically?
DESCRIPTOR / STANDARD	2.2.YT.A.1.	Operations and Algebraic Thinking: Sort manipulatives into sets.
DESCRIPTOR	2.2.YT.A.1.1.	Group like objects into sets. <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance

DESCRIPTOR	2.2.YT.A.1.2.	Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books). <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
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STANDARD AREA / STATEMENT	2.3.YT.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.YT.A.1.	Geometry - Identification: Match identical shapes.
DESCRIPTOR	2.3.YT.A.1.1.	Put together simple puzzles with assistance. <u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.3.YT.	Geometry
STANDARD		Big Idea: Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization. Essential Questions: How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?
DESCRIPTOR / STANDARD	2.3.YT.MP.	Geometry - Math Process: Engage and persist in geometric play.
DESCRIPTOR	2.3.YT.MP.1.	Put together simple puzzles with assistance. <u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit

SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.4.YT.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.YT.A.1.	Measurement and Data – Measurement: Engage in measurement experiences.
DESCRIPTOR	2.4.YT.A.1.1.	Begin to use size words. <u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately

DESCRIPTOR	2.4.YT.A.1.2.	Explore objects to determine size. <u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately
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DESCRIPTOR	2.4.YT.A.1.4.	Fills and empties containers in the water table. <u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.4.YT.	Measurement, Data and Probability
STANDARD		Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?
DESCRIPTOR / STANDARD	2.4.YT.A.2.	Measurement and Data – Data: Participate in sorting objects.
DESCRIPTOR	2.4.YT.A.2.1.	Put similar objects into piles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit

DESCRIPTOR	2.4.YT.A.2.2.	Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support.
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		<p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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SUBJECT / STANDARD AREA	PA.M.	Mathematical Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	2.4.YT.	Measurement, Data and Probability
STANDARD		<p>Big Idea: Measurement attributes can be quantified and estimated using customary and non-customary units of measure. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Essential Questions: Why does “what” we measure influence “how” we measure? How can data be organized and represented to provide insight into the relationship between quantities?</p>
DESCRIPTOR / STANDARD	2.5.YT.MP.	Measurement and Data: Engage and persist when measuring and sorting objects.
DESCRIPTOR	2.5.YT.MP.1.	<p>Begin to use size words.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>

DESCRIPTOR	2.5.YT.MP.2.	<p>Explore objects to determine size.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p>
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DESCRIPTOR	2.5.YT.MP.4.	<p>Fills and empties containers in the water table.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:</p>
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		<p>26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>
DESCRIPTOR	2.5.YT.MP.5.	<p>Put similar objects into piles.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
DESCRIPTOR	2.5.YT.MP.6.	<p>Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)

STANDARD AREA / STATEMENT	3.1.YT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.A.1.	Common Characteristics of Life: Explore the characteristics of living things.
DESCRIPTOR	3.1.YT.A.1.1.	Show interest in and respond to plants, animals and people in the environment. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

DESCRIPTOR	3.1.YT.A.1.3.	Engage in basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.A.2.	Energy Flow: Explore the basic needs of plants and animals.
DESCRIPTOR	3.1.YT.A.2.1.	Engage in basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.A.3.	Life Cycles: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to

		protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.A.5.	Form and Function: Recognize parts of living things in their environment.
DESCRIPTOR	3.1.YT.A.5.3.	Point to and match basic parts of plants and animals (e.g. flower, leaf, tail). <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.A.	Biological Sciences: Living and Non-Living Organisms
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.A.9.	Science as Inquiry: Participate in simple investigations of living and non-living things.
DESCRIPTOR	3.1.YT.A.9.1.	Use senses and simple equipment to explore. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

DESCRIPTOR	3.1.YT.A.9.2.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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DESCRIPTOR	3.1.YT.A.9.3.	Observe living and non-living things in their environment. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
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DESCRIPTOR	3.1.YT.A.9.4.	Collect objects during a nature walk. <u>Progress Monitoring Skills</u>
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		12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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DESCRIPTOR	3.1.YT.A.9.5.	Point out objects of interest in the environment. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.B.	Living and Non-Living Organisms: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.B.1.	Heredity: Recognize familiar animals and their babies.
DESCRIPTOR	3.1.YT.B.1.1.	Point to adult and baby animals in pictures when asked. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

DESCRIPTOR	3.1.YT.B.1.2.	Name a familiar animal when seen. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
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DESCRIPTOR	3.1.YT.B.1.3.	Match familiar animals to their baby's. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.B.	Living and Non-Living Organisms: Genetics
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.B.6.	Science as Inquiry: Participate in simple investigations to observe physical characteristics of living things.
DESCRIPTOR	3.1.YT.B.6.1.	Use senses and simple equipment to explore. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

DESCRIPTOR	3.1.YT.B.6.2.	Engage with adult provided materials.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
DESCRIPTOR	3.1.YT.B.6.3.	Observe living things in their environment. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
DESCRIPTOR	3.1.YT.B.6.4.	Participate in nature walks to observe living things. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
DESCRIPTOR	3.1.YT.B.6.5.	Point out living things in the environment. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.1.YT.C.	Living and Non-Living Organisms: Evolution
STANDARD		Big Idea: Living things have unique characteristics which differ from non-living things. The characteristics of living things can be observed and studied Essential Question: In what ways do living and non-living things differ? What are similarities, differences, and patterns of living things?
DESCRIPTOR / STANDARD	3.1.YT.C.3.	Unifying Themes (Constancy and Change): EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
DESCRIPTOR / STANDARD	3.1.YT.C.4.	Science as Inquiry: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

		12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.2.YT.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.YT.A.1.	Properties of Matter: Engage with objects to learn about their characteristics.
DESCRIPTOR	3.2.YT.A.1.1.	Use senses to explore objects. <u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

DESCRIPTOR	3.2.YT.A.1.2.	Explore objects of varying sizes. <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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DESCRIPTOR	3.2.YT.A.1.3.	Explore objects of varying shapes. <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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DESCRIPTOR	3.2.YT.A.1.4.	Explore objects of varying textures. <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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DESCRIPTOR	3.2.YT.A.1.6.	Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom). <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.2.YT.A.	Physical Sciences: Chemistry

STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.YT.A.3.	Matter and Energy: Engage in activities involving changes in matter.
DESCRIPTOR	3.2.YT.A.3.1.	Combine materials to make a new substance (e.g. mix paint color, mix water and soil). <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

DESCRIPTOR	3.2.YT.A.3.2.	Participate in teacher-led cooking activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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DESCRIPTOR	3.2.YT.A.3.3.	Observe differences in water (e.g. an ice cube or snow melting and freezing). <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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DESCRIPTOR	3.2.YT.A.3.4.	Observe changes in solid materials (e.g. crayon melting). <u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.2.YT.A.	Physical Sciences: Chemistry
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.YT.A.6.	Science as Inquiry: Participate in simple investigations to observe changes in matter.
DESCRIPTOR	3.2.YT.A.6.1.	Use senses and simple equipment to explore objects. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

DESCRIPTOR	3.2.YT.A.6.2.	Explore objects of varying sizes. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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DESCRIPTOR	3.2.YT.A.6.3.	Explore objects of varying shapes. <u>Progress Monitoring Skills</u>
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		12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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DESCRIPTOR	3.2.YT.A.6.6.	Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom). <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.2.YT.B.	Physical Sciences: Physics
STANDARD		Big Idea: Physical properties help us to understand the world. Essential Questions: What are physical properties of objects? How are physical properties of objects discovered? What effect does energy have on the physical properties of objects?
DESCRIPTOR / STANDARD	3.2.YT.B.7.	Science as Inquiry: Participate in simple investigations to observe motion and sound.
DESCRIPTOR	3.2.YT.B.7.5.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.3.YT.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.YT.A.1.	Earth Features and the Processes that Change it: Engage with earth materials.
DESCRIPTOR	3.3.YT.A.1.1.	Use senses and simple tools to explore earth materials. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.3 Identifies the objects in the sky and uses basic vocabulary to describe day and night 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.3.YT.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles

STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.YT.A.4.	Water: Engage with water.
DESCRIPTOR	3.3.YT.A.4.1.	Use senses and simple tools to explore water. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water

DESCRIPTOR	3.3.YT.A.4.2.	Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.3.YT.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.YT.A.5.	Weather and Climate: Observe and begin to label weather conditions.
DESCRIPTOR	3.3.YT.A.5.1.	Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles). <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

DESCRIPTOR	3.3.YT.A.5.2.	Use senses to observe weather conditions. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather
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DESCRIPTOR	3.3.YT.A.5.3.	Use simple words or signs to label weather (e.g. sun, snow, rain, cloud). <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the
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		dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	3.3.YT.A.	Earth and Space Sciences: Earth Structure, Processes and Cycles
STANDARD		Big Idea: The earth, which is part of a larger solar system, consists of structures, processes and cycles which affect its inhabitants. Essential Questions: What structures, processes, and cycles make up the earth? How do the various structures, processes and cycles affect the earth's inhabitants? How do we know the earth is part of a larger solar system?
DESCRIPTOR / STANDARD	3.3.YT.A.7.	Science as Inquiry: Participate in simple investigations of earth materials, processes, and cycles.
DESCRIPTOR	3.3.YT.A.7.1.	Use senses to explore earth materials, processes, and cycles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.3 Identifies the objects in the sky and uses basic vocabulary to describe day and night 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

DESCRIPTOR	3.3.YT.A.7.2.	Engage with adult provided materials. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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DESCRIPTOR	3.3.YT.A.7.3.	Participate in teacher-led exploration of earth materials, processes, and cycles. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.1.YT.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.YT.A.	The Environment: Explore the characteristics of living and non-living things.
DESCRIPTOR	4.1.YT.A.1.	Show interest in and respond to plants, animals and people, and man-made objects in the environment.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
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DESCRIPTOR	4.1.YT.A.3.	Engage in basic caretaking of non-toxic plants and safe animals. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.1.YT.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.YT.D.	Biodiversity: Explore the basic needs of plants and animals.
DESCRIPTOR	4.1.YT.D.1.	Reference 3.1.YT.A.2. <u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.1.YT.	Environment and Ecology: Ecology
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.1.YT.E.	Succession: Observe and begin to label weather conditions.
DESCRIPTOR	4.1.YT.E.1.	Reference 3.3.YT.A.5. <u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.2.YT.	Environment and Ecology: Watersheds and Wetlands
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?

DESCRIPTOR / STANDARD	4.2.YT.A.	<p>Watersheds: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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DESCRIPTOR / STANDARD	4.2.YT.C.	<p>Aquatic Ecosystem: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.3.YT.	Environment and Ecology: Agriculture and Society
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.3.YT.C.	<p>Applying Sciences to Agriculture: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

SUBJECT / STANDARD AREA	PA.S.	Scientific Thinking and Technology (Young Toddler)
STANDARD AREA / STATEMENT	4.4.YT.	Environment and Ecology: Humans and the Environment
STANDARD		Big Idea: People live in an environment. People share the environment with other living things. People are impacted and have impact on the environment. Essential Questions: How can I describe my immediate environment? In what ways can I use the environment? How does what I do (positive or negative) affect my environment?
DESCRIPTOR / STANDARD	4.4.YT.A.	<p>Sustainability: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>

DESCRIPTOR / STANDARD	4.4.YT.B.	<p>Integrated Pest Management: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	5.1.YT.	Civics and Government: Principles and Documents of Government

STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.1.YT.A.	Rule of Law: Demonstrate basic understanding of rules.
DESCRIPTOR	5.1.YT.A.1.	Reference 16.3.YT.B. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	5.2.YT.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.YT.A.	Civics Rights and Responsibilities: Demonstrate sense of belonging to a group such as a class or family.
DESCRIPTOR	5.2.YT.A.1.	Point to pictures of family members. <u>Progress Monitoring Skills</u> 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment

DESCRIPTOR	5.2.YT.A.2.	Follow the established daily routine. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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DESCRIPTOR	5.2.YT.A.3.	Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space). <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring
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		Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	5.2.YT.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.YT.B.	Conflict and: Express emotion relating to a conflict.
DESCRIPTOR	5.2.YT.B.1.	Reference 16.2.YT.D. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	5.2.YT.	Civics and Government: Rights and Responsibilities of Citizenship
STANDARD		Big Idea: Learning to be a good citizen helps one contribute to society in a meaningful way. Essential Questions: What rules and consequences are important? Can I identify some American symbols?
DESCRIPTOR / STANDARD	5.2.YT.C.	Government Services: Engage with costumes and props that represent community workers.
DESCRIPTOR	5.2.YT.C.2.	Engage in dress up play. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props

		12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
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SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	6.3.YT.	Economics: Functions of Government
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.3.YT.D.	Government's Role in International Trade: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 39- Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Completes a task with assistance

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	6.5.YT.	Economics: Income, Profit, and Wealth
STANDARD		Big Idea: Money can be used to purchase goods and services, or can be saved. People make choices about how to spend money based on different influences. Essential Questions: How can I use money? What influences the choices I make about spending what I have earned?
DESCRIPTOR / STANDARD	6.5.YT.C.	Types of Business: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 39- Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Completes a task with assistance

SUBJECT / STANDARD AREA	PA.SS.	Social Studies Thinking (Young Toddler)
STANDARD AREA / STATEMENT	8.1.YT.	History: Historical Analysis and Skills Development
STANDARD		Big Idea: Past experiences and ideas help us make sense of the world. Essential Questions: In what ways can events be sequenced? How do I use past experiences and events to understand the present?
DESCRIPTOR / STANDARD	8.1.YT.A.	Continuity and Change over Time: Know the sequence of familiar routines.
DESCRIPTOR	8.1.YT.A.1.	Reference AL.2.YT.B. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and

		ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.M.YT.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.YT.A.	Elements and Principles: Demonstrate an understanding of basic elements of music and movement.
DESCRIPTOR	9.1.M.YT.A.1.	Explore rhythm instruments. <u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments

DESCRIPTOR	9.1.M.YT.A.2.	Participate in teacher guided music and movement activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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DESCRIPTOR	9.1.M.YT.A.3.	Demonstrate understanding of fast, slow, loud and soft. <u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.M.YT.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.YT.B.	Demonstration: Engage with music.
DESCRIPTOR	9.1.M.YT.B.1.	Respond to a variety of music types, including culturally diverse music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and

		<p>ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
DESCRIPTOR	9.1.M.YT.B.2.	<p>Turn head to source of music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>
DESCRIPTOR	9.1.M.YT.B.3.	<p>React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
DESCRIPTOR	9.1.M.YT.B.4.	<p>Use props in response to music (e.g. scarves, instruments, ribbons).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
DESCRIPTOR	9.1.M.YT.B.5.	<p>Attempt to sing a familiar melodic pattern.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1</p>

		Experiments with vocalizations and different sounds produced by instruments
DESCRIPTOR	9.1.M.YT.B.6.	<p>Attempt to imitate music patterns using available materials.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.M.YT.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.YT.E.	Representation: Engage with music.
DESCRIPTOR	9.1.M.YT.E.1.	<p>Respond to a variety of music types, including culturally diverse music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
DESCRIPTOR	9.1.M.YT.E.2.	<p>Turn head to source of music.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>
DESCRIPTOR	9.1.M.YT.E.3.	<p>React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

DESCRIPTOR	9.1.M.YT.E.4.	<p>Use props in response to music (e.g. scarves, instruments, ribbons).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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DESCRIPTOR	9.1.M.YT.E.5.	<p>Attempt to sing a familiar melodic pattern.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 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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DESCRIPTOR	9.1.M.YT.E.6.	<p>Attempt to imitate music patterns using available materials.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.M.YT.	Production and Performance: Music and Movement
STANDARD		Big Idea: Music can be used to express and initiate aesthetic and physical responses. Essential Question: How can I express my thoughts, feelings, and ideas through music and movement?
DESCRIPTOR / STANDARD	9.1.M.YT.J.	Technologies: Use a variety of technologies for producing music or performing movements.
DESCRIPTOR	9.1.M.YT.J.1.	<p>Explore musical instruments, including those which are culturally diverse.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

		<p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
DESCRIPTOR	9.1.M.YT.J.2.	<p>Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
DESCRIPTOR	9.1.M.YT.J.3.	<p>Attempt to imitate music patterns using musical instruments.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.D.YT.	Production and Performance: Dramatic and Performance
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.YT.B.	Demonstrations: Act out familiar scenarios using objects with intended purpose.
DESCRIPTOR	9.1.D.YT.B.1.	<p>Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
DESCRIPTOR	9.1.D.YT.B.2.	<p>Use object for intended purpose during play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.D.YT.	Production and Performance: Dramatic and Performance
STANDARD		Big Idea: Dramatic and performance play is a way to act out reality and fantasy. Essential Question: How can I express my thoughts, feelings, and ideas through dramatic play?
DESCRIPTOR / STANDARD	9.1.D.YT.E.	Representation: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.V.YT.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.YT.A.	Elements and Principles: Demonstrate an understanding of basic elements of visual arts.
DESCRIPTOR	9.1.V.YT.A.1.	Participate in teacher guided visual art activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

DESCRIPTOR	9.1.V.YT.A.3.	Create a picture using different colors. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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DESCRIPTOR	9.1.V.YT.A.5.	Explore a variety of art materials. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.V.YT.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.YT.B.	Demonstration: Combine a variety of materials to engage in the process of art.
DESCRIPTOR	9.1.V.YT.B.1.	Participate in teacher-guided art activities.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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DESCRIPTOR	9.1.V.YT.B.2.	Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough). <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.V.YT.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.YT.E.	Representation: EMERGING. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.1.V.YT.	Production and Performance: Visual Arts
STANDARD		Big Idea: Visual arts allow expression of interests, abilities, and knowledge. Essential Question: How can I express my thoughts, feelings, and ideas through visual arts?
DESCRIPTOR / STANDARD	9.1.V.YT.J.	Technologies: Use a variety of technologies in the process of creating art.
DESCRIPTOR	9.1.V.YT.J.1.	Explore a variety of tools and non-toxic art materials, including those which are culturally diverse. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials

DESCRIPTOR	9.1.V.YT.J.2.	Participate in teacher-guided visual art activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.3.YT.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?

DESCRIPTOR / STANDARD	9.3.YT.F.	Identification: Engage with a variety of art forms.
DESCRIPTOR	9.3.YT.F.1.	Engage with photographs and paintings. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

DESCRIPTOR	9.3.YT.F.3.	Engage with music. <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group
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DESCRIPTOR	9.3.YT.F.4.	Participate in teacher-guided music and movement activities. <u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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SUBJECT / STANDARD AREA	PA.CA.	Creative Thinking and Expression (Young Toddler)
STANDARD AREA / STATEMENT	9.3.YT.	Critical Response to Works of Art
STANDARD		Big Idea: People evaluate art based upon a variety of characteristics. Essential Questions: Can I explain how I feel about a particular art form? Can I provide reasons that explain my feelings about a particular art form?
DESCRIPTOR / STANDARD	9.3.YT.G.	Critical Response: Show interest in others' artistic expressions.
DESCRIPTOR	9.3.YT.G.1.	Intentionally look at displayed pictures. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture

DESCRIPTOR	9.3.YT.G.2.	Watch others dance. <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music
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DESCRIPTOR	9.3.YT.G.3.	Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use). <u>Progress Monitoring Skills</u> 12 to 24 Months: 41- Participates in dance to express creativity:
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		Progress Monitoring Skill: 41.1 Moves body to music 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.1.YT.	Concepts of Health
STANDARD		Big Idea: Awareness of health concepts provides a foundation for healthy decision making. Essential Questions: Do I have a basic understanding of my body? Can I identify basic health concepts that help my body develop?
DESCRIPTOR / STANDARD	10.1.YT.B.	Interaction of Body Systems: Locate basic body parts when asked.
DESCRIPTOR	10.1.YT.B.2.	Use fingers and hands during finger plays and songs with motions. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props

SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.2.YT.	Healthful Living
STANDARD		Big Idea: Children need to make healthy choices to optimize their learning potential. Essential Question: What are things I can do to keep myself healthy?
DESCRIPTOR / STANDARD	10.2.YT.A.	Health Practices, Products, and Services: Engage in fundamental practices for good health.
DESCRIPTOR	10.2.YT.A.1.	Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping). <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
DESCRIPTOR	10.2.YT.A.2.	Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing).

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
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DESCRIPTOR	10.2.YT.A.3.	Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change). <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings
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DESCRIPTOR	10.2.YT.A.4.	Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.3.YT.	Safety and Injury Prevention
STANDARD		Big Idea: Awareness of safe and unsafe practices provides a foundation for healthy decision making. Essential Question: What are things I can do to keep myself and others safe?
DESCRIPTOR / STANDARD	10.3.YT.A.	Safe and Unsafe Practices: Cooperate with basic safety practices.
DESCRIPTOR	10.3.YT.A.1.	Understand one word rules such as “no” or “stop”. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

DESCRIPTOR	10.3.YT.A.2.	Indicate that a behavior should not be done by saying “no, no”.
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		<u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance
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DESCRIPTOR	10.3.YT.A.3.	Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.4.YT.	Physical Activity: Gross Motor Coordination
STANDARD		Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?
DESCRIPTOR / STANDARD	10.4.YT.A.	Control and Coordination: Control and coordinate the movement of the body.
DESCRIPTOR	10.4.YT.A.1.	Walk with increasing coordination. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

DESCRIPTOR	10.4.YT.A.2.	Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements
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		12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance
DESCRIPTOR	10.4.YT.A.3.	<p>Climb or crawl in and out of things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.4.YT.	Physical Activity: Gross Motor Coordination
STANDARD		<p>Big Idea: Children gain control over their bodies and body movements through active experiences and exploration. Essential Question: How do I control and coordinate my body during large motor activities and games?</p>
DESCRIPTOR / STANDARD	10.4.YT.B.	Balance and Strength: Exhibit balance and strength when moving from place to place.
DESCRIPTOR	10.4.YT.B.1.	<p>Squats to pick up toys.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
DESCRIPTOR	10.4.YT.B.2.	<p>Stands on tip toes to reach for something.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
DESCRIPTOR	10.4.YT.B.3.	<p>Carry objects from one place to another.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in</p>

		<p>space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
DESCRIPTOR	10.4.YT.B.4.	<p>Gets in and out of chair.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
DESCRIPTOR	10.4.YT.B.5.	<p>Walk with one foot in front of the other.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
DESCRIPTOR	10.4.YT.B.6.	<p>Use steps (non-alternating feet) with support.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)

STANDARD AREA / STATEMENT	10.5.YT.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?
DESCRIPTOR / STANDARD	10.5.YT.A.	Strength, Coordination and Muscle: Coordinate use of fingers, hands and wrists to accomplish actions.
DESCRIPTOR	10.5.YT.A.1.	<p>Manipulate a variety of objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
DESCRIPTOR	10.5.YT.A.2.	<p>Pick up more than one object in the same hand.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
DESCRIPTOR	10.5.YT.A.3.	<p>Transfer objects from one hand to another.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
DESCRIPTOR	10.5.YT.A.4.	<p>Twist wrists to turn hands.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
DESCRIPTOR	10.5.YT.A.5.	<p>Imitate motions of basic finger plays.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>

		<p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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DESCRIPTOR	10.5.YT.A.6.	<p>Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.5.YT.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		<p>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</p>
DESCRIPTOR / STANDARD	10.5.YT.B.	Eye/Hand Coordination: Coordinate eye and hand movements to perform a task.
DESCRIPTOR	10.5.YT.B.1.	<p>Pick up object and place in range of vision.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>

DESCRIPTOR	10.5.YT.B.2.	<p>Pick up and manipulate objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
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DESCRIPTOR	10.5.YT.B.3.	<p>Attempt to turn pages of a book using thumb and fingertips.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p>
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		<p>Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts:</p> <p>Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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DESCRIPTOR	10.5.YT.B.4.	<p>Stack toys and blocks.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>
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DESCRIPTOR	10.5.YT.B.6.	<p>Use nesting toys and place on inside another.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
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DESCRIPTOR	10.5.YT.B.7.	<p>Point to objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
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DESCRIPTOR	10.5.YT.B.8.	<p>Manipulate pieces of age-appropriate puzzles.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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SUBJECT / STANDARD AREA	PA.HPD.	Health, Wellness and Physical Development (Young Toddler)
STANDARD AREA / STATEMENT	10.5.YT.	Concepts, Principles and Strategies of Movement: Fine Motor Development
STANDARD		<p>Big Idea: Fine motor practice helps children develop eye-hand coordination, strength, and controlled use of tools. Essential Questions: How do I use my hands and fingers to manipulate objects? How do I develop eye-hand coordination?</p>
DESCRIPTOR / STANDARD	10.5.YT.C.	Use of Tools: Use basic tools.
DESCRIPTOR	10.5.YT.C.2.	<p>Use writing or drawing tools with limited coordination.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress</p>

		Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.1.YT.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.YT.A.	Regulates Emotions and Behaviors: Demonstrate an emotional response in reaction to an experience.
DESCRIPTOR	16.1.YT.A.1.	Show joy, pleasure or excitement when new things are learned. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support

DESCRIPTOR	16.1.YT.A.3.	Use body to demonstrate emotions. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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DESCRIPTOR	16.1.YT.A.4.	<p>Imitate other's emotional reactions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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DESCRIPTOR	16.1.YT.A.5.	<p>Manage emotions with adult support.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.1.YT.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD	16.1.YT.B.	Influences of Personal Traits: Demonstrate preference for specific objects or activities.
DESCRIPTOR	16.1.YT.B.2.	<p>Ask for activity to be repeated.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction:Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>

DESCRIPTOR	16.1.YT.B.3.	<p>Engage in the same activity over and over.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.1.YT.	Self-Awareness and Self-Regulation
STANDARD		Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?
DESCRIPTOR / STANDARD DESCRIPTOR	16.1.YT.C.	Resiliency: Repeat familiar activity to gain comfort and confidence.
	16.1.YT.C.1.	Show pleasure at own actions. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support
DESCRIPTOR	16.1.YT.C.2.	Explore environment with interest. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing
DESCRIPTOR	16.1.YT.C.3.	Indicate “more” to try something over and over. <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
DESCRIPTOR	16.1.YT.C.4.	Repeat challenging tasks or activities many times to achieve mastery. <u>Progress Monitoring Skills</u> 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
DESCRIPTOR	16.1.YT.C.5.	Repeat familiar activity to gain comfort and confidence. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring

		<p>Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.1.YT.	Self-Awareness and Self-Regulation
STANDARD		<p>Big Idea: Understanding of self and ability to regulate behaviors and emotions are inextricably linked to learning and success. Essential Questions: How do I develop positive feelings about myself? How do I express and manage my emotions?</p>
DESCRIPTOR / STANDARD	16.1.YT.D.	<p>Goal Setting: EMERGING.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.2.YT.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.YT.A.	Relationships: Trust and Attachment: Use trusted adult as a secure base from which to explore the environment.
DESCRIPTOR	16.2.YT.A.2.	<p>Use gestures and simple words to express need to trusted adults for comfort.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

		<p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
DESCRIPTOR	16.2.YT.A.3.	<p>Respond and attend to adult's interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
DESCRIPTOR	16.2.YT.A.4.	<p>Seek to be near familiar adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
DESCRIPTOR	16.2.YT.A.5.	<p>Display apprehension when an unfamiliar adult comes near.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
DESCRIPTOR	16.2.YT.A.6.	<p>Seek attention from trusted adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.2.YT.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves.</p> <p>Positive peer interactions create collaborative learning</p>

		opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?
DESCRIPTOR / STANDARD	16.2.YT.B.	Diversity: Recognize similarities and differences between self and others.
DESCRIPTOR	16.2.YT.B.1.	<p>Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
DESCRIPTOR	16.2.YT.B.2.	<p>Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
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DESCRIPTOR	16.2.YT.B.3.	<p>Attempt to touch face or hair of peer.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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DESCRIPTOR	16.2.YT.B.4.	<p>Cry when unfamiliar adult approaches.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.2.YT.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.YT.C.	Communication: Use sounds, gestures and words as a form of reciprocal communication.
DESCRIPTOR	16.2.YT.C.1.	<p>Reference 1.5.YT.A.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring</p>

		<p>Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.2.YT.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.YT.D.	Managing Interpersonal Conflicts: Express emotion relating to a conflict.
DESCRIPTOR	16.2.YT.D.1.	<p>Cry or use inappropriate action to express frustration.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>

DESCRIPTOR	16.2.YT.D.2.	<p>Use some language to express emotion (e.g. "no," "mine").</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring</p>
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		<p>Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.2.YT.	Establishing and Maintaining Relationships
STANDARD		<p>Big Idea: Early adult-child relationships, based on attachment and trust, set the stage for life-long expectations that impact children's ability to learn, respect adult authority, and express themselves. Positive peer interactions create collaborative learning opportunities. Relationships with others provide a means of support. Essential Question: How do my relationships with adults and peers help me feel secure, supported, and successful?</p>
DESCRIPTOR / STANDARD	16.2.YT.E.	Support: Asking for Help - Communicate needs.
DESCRIPTOR	16.2.YT.E.1.	<p>Cry to express need.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>

DESCRIPTOR	16.2.YT.E.2.	<p>Point and move towards desired object.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p>
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DESCRIPTOR	16.2.YT.E.3.	<p>Use basic language to indicate need (e.g. "mine," basic signs).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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DESCRIPTOR	16.2.YT.E.4.	<p>Use gestures to indicate need.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as</p>
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		<p>happiness, sadness, and fear</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.3.YT.	Decision Making & Responsibility
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.YT.B.	Understanding Social Norms (Social Identity): Demonstrate basic understanding of rules.
DESCRIPTOR	16.3.YT.B.1.	<p>Understand one word rules such as “no” or “stop”.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>

DESCRIPTOR	16.3.YT.B.2.	<p>Indicate that a behavior should not be done by saying “no, no”.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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DESCRIPTOR	16.3.YT.B.3.	<p>Test limits.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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DESCRIPTOR	16.3.YT.B.4.	<p>Follow simple rules with adult guidance.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
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SUBJECT / STANDARD AREA	PA.SED.	Social and Emotional Development (Young Toddler)
STANDARD AREA / STATEMENT	16.3.YT.	Decision Making & Responsibility
STANDARD		Big Idea: Actions and behaviors either positively or negatively affect how I learn, and how I get along with others. Essential Question: How do I use healthy strategies to manage my behavior?
DESCRIPTOR / STANDARD	16.3.YT.C.	Responsible Active Engagement: Empathy: Engage in empathy and compassion in some situations.
DESCRIPTOR	16.3.YT.C.1.	<p>Attempt to soothe another who is distressed.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

DESCRIPTOR	16.3.YT.C.2.	<p>Hand another child an object when he/her notices him/her looking at it.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
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DESCRIPTOR	16.3.YT.C.3.	<p>Give hugs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
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