



# Curriculum Alignment with

## South Carolina Early Learning Standards

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

STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Curiosity, Information-Seeking, and Eagerness
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-1.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1g.	<p>Discover things that interest and amaze them and seek to share them with others.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play            2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1h.	<p>Show pleasure in new skills and in what they have done.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-1i.	<p>Watch what others are doing and often try to participate.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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<b>STANDARD / COURSE</b>	<b>SC.18-36.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Curiosity, Information-Seeking, and Eagerness</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.APL-2.</b>	<b>Children actively seek to understand the world around them.</b>
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-2f.</b>	<p>Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, and become absorbed in figuring out a situation).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-2g.</b>	<p>Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p>
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		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-2h.	<p>Communicate what they want to do or know using gestures, facial expressions, or words (ask "What's that?").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-3.	Children engage in increasingly complex play.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3i.	<p>Try to involve other children in play.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p>

		<p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3j.	<p>Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-3l.	<p>Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Play and Imagination
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-4.	Children demonstrate creativity, imagination, and inventiveness.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4e.	<p>Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears).</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4f.	<p>Pretend to be somebody or something other than themselves.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-4g.	<p>Pretend one object is really something different (use Legos® as food while stirring a pot).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
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STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Risk-Taking, Problem-Solving, and Flexibility
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-5.	Children show curiosity and express interest in the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5g.	<p>Explore freely without a familiar adult nearby.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p>

		2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5h.	<p>Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5i.	<p>Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it.").</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-5j.	<p>Want to do things their own way (say "Me do it!", push an adult's hand away if the person is trying to help).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

		2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time
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<b>STANDARD / COURSE</b>	<b>SC.18-36.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Risk-Taking, Problem-Solving, and Flexibility</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.APL-6.</b>	Children use a variety of strategies to solve problems.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-6h.</b>	<p>Try a variety of strategies to get what they want or solve a problem.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-6i.</b>	<p>Use language to obtain help to solve a problem (tell adults, “My car broke.”).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-6j.</b>	<p>Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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<b>STANDARD / COURSE</b>	<b>SC.18-36.APL.</b>	<b>Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Attentiveness, Effort and Persistence</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.APL-7.</b>	Children demonstrate initiative.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.APL-7e.</b>	<p>Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains</p>



		<p>focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-7f.	<p>Show increasing interest in performing tasks independently (puts on jacket and tries to zip it up).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-7g.	<p>Show and/or tell others what they have done.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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STANDARD / COURSE	SC.18-36.APL.	Approaches to Play and Learning (APL) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-8.	Children maintain attentiveness and focus.

GRADE LEVEL EXAMPLE / STAGE	18-36.APL-8f.	<p>Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise            2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time            2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes            2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.APL-8g.	<p>Keep working on interesting activities with other things going on around them.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise            2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Attentiveness, Effort and Persistence
PERFORMANCE DESCRIPTOR / STANDARD	18-36.APL-9.	Children persist in challenging activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.APL-9d.	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-1.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-1h.	<p>Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-1i.	<p>Use their own name or a personal pronoun to refer to themselves (I, me, and mine).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
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STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-2.	Children demonstrate a positive sense of self-identity and self-awareness.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2g.	<p>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2h.	<p>Explore the environment independently to satisfy their own interests (seek out toy or favorite materials).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2i.	<p>Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!").</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences            2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-2j.	<p>Attempt to reach goals without help from others (push adult away, say “Me do it myself!”).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-3.	Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3j.	<p>Seek out trusted teachers and caregivers as needed (for emotional support physical assistance, social interaction, problem solving, and approval).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3k.	Form close relationships with their primary caregivers and other familiar adults.
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		<u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3l.	Seek help from trusted adults when upset (when fearful or having difficulty with something).  <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3m.	Are less likely to get upset when primary caregiver is with them.  <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-3n.	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do).  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
<b>STANDARD / COURSE</b>	<b>SC.18-36.ESD.</b>	<b>Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Developing a Sense of Self with Others</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	18-36.ESD-4.	Children form relationships and interact positively with other children.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4f.	Show affection or preference for particular children (spontaneously hug, want to play, call child a friend).  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and

		<p>concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4g.	<p>Remember and use names of familiar playmates.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4h.	<p>Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me.").</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4i.	<p>Participate in play with other children.</p>



		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-4j.	<p>Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Developing a Sense of Self with Others
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-5.	Children demonstrate the social and behavioral skills needed to successfully participate in groups.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5e.	<p>Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and</p>



		<p>classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5g.	<p>Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-5i.	<p>Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-6.	Children identify, manage, and express their feelings.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6h.	<p>Express a range of emotions (happiness, sadness, fear, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6i.	<p>Communicate to make needs known.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her</p>

		community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6j.	<p>Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions            2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-6k.	<p>Display emotional outbursts less often.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions            2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
STANDARD / COURSE	SC.18-36.ESD.	Emotional and Social Development (ESD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning About Feelings
PERFORMANCE DESCRIPTOR / STANDARD	18-36.ESD-7.	Children recognize and respond appropriately to the needs and feelings of others.
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7f.	<p>Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7g.	<p>Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?").</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.ESD-7i.	<p>Recognize facial expressions or actions associated with different emotions.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words            2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p>

		2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
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<b>STANDARD / COURSE</b>	<b>SC.18-36.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Physical Health and Growth</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.HPD-1.</b>	Children develop healthy eating habits.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.HPD-1I.</b>	Try new foods.  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.HPD-1m.</b>	Feeds self using utensils and hands.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.HPD-1n.</b>	Allow children to eat foods depending on their appetite and personal preferences (make food choices at a meal, leave unwanted food on plate, and ask for seconds of favorite food).  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.HPD-1o.</b>	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples).  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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<b>STANDARD / COURSE</b>	<b>SC.18-36.HPD.</b>	<b>Health and Physical Development (HPD) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Physical Health and Growth</b>

PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-2.	Children engage in and sustain various forms of physical play indoors and out.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2h.	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out.  <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2i.	Show satisfaction with new active skills and strengths (ask others to watch them, say, "I'm big and strong!").  <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-2j.	With guidance and support, transition from active to quiet activities.  <u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance
STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-4.	Children develop the large muscle control and abilities needed to move through and explore their environment.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4h.	Move arms and legs to complete a task (kick, jump, step, pedal, push away).  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4i.	Move through the world with a variety of movements and with increasing independence (run, jump, and pedal).  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With

		adult support begins to demonstrate understanding of directions through songs, finger plays and games
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GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4j.	<p>Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-4k.	<p>Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Motor Development
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-5.	Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5g.	<p>Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p>

		Monitoring Skill: 47.1 Experiments with familiar objects to solve problems
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5h.	<p>Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-5i.	<p>Use tools that require finger and hand control (large paintbrush, switches, and shovel).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-6.	Children develop awareness of their needs and the ability to communicate their needs.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-6e.	<p>Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication  2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-6f.	Soothe themselves when needed (find a quiet area for alone time, look at book before nap).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
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STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Self-Care
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-7.	Children develop independence in caring for themselves and their environment.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7f.	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, and begin to show an interest in toileting).  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7g.	Feed themselves with a spoon.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers
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GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-7h.	Help with meal and snack routines.  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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STANDARD / COURSE	SC.18-36.HPD.	Health and Physical Development (HPD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Safety Awareness
PERFORMANCE DESCRIPTOR / STANDARD	18-36.HPD-8.	Children develop awareness of basic safety rules and begin to follow them.
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8f.	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened).  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules



		2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8g.	<p>Increase self-control over their impulses (reminds self not to touch something; wait for adult vs. running ahead).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.HPD-8h.	<p>With guidance, recognize and avoid situations that might cause harm.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-1.	Children understand communications from others.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1h.	<p>Respond when others talk to them, using a larger variety of words or signs.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1i.	<p>Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-1j.	Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the



		table.”).
		<u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders

STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-2.	Children participate in conversations with peers and adults..
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-2g.	Engage in short dialogues of a few turns.  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?" 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-2h.	Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple
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		phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Learning to Communicate
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	18-36.LDC-3.	Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	18-36.LDC-3b.	Answer simple questions ("What is she doing?" "What happened to the bear in the story?").  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions

<b>GRADE LEVEL EXAMPLE / STAGE</b>	18-36.LDC-3c.	Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information.  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
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<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Learning to Communicate
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	18-36.LDC-4.	Children communicate thoughts, feelings, and ideas clearly.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	18-36.LDC-4h.	Use speech that is understood most of the time by familiar listeners.  <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs

<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Learning to Communicate
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	18-36.LDC-5.	Children describe familiar people, places, things, and events.

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-5b.	<p>Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals  2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines  2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-5c.	<p>Use dramatic play to act out familiar scenes and events, and imitate familiar people.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-6.	Children use most grammatical constructions of their home language well.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-6e.	<p>Communicate in short sentences that follow the word order of their home language.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-6f.	<p>Combine two and three words.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Learning to Communicate
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-7.	Children respond to and use a growing vocabulary.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7h.	<p>Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7i.	<p>Participate in or repeat familiar songs, chants, or rhymes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-7j.	<p>Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions  2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading

<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.LDC-8.</b>	Children develop interest in books and motivation to read.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-8h.</b>	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-8i.</b>	Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays.  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		Foundations for Reading
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.LDC-9.</b>	Children develop book knowledge and print awareness.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-9e.</b>	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.”  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-9f.</b>	Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu).  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books
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		<p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-9g.	<p>Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, "That means light" when looking at a symbol of a light bulb located over the light switch).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-10.	Children comprehend and use information presented in books and other print media.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10d.	<p>Chime in on a repeated line in a book while being read to by an adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10e.	<p>Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-10h.	<p>Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs            2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Reading
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-11.	Children develop phonological awareness.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-11d.	<p>Participate in rhyming games.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-11f.	<p>Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes            2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / COURSE	SC.18-36.LDC.	Language Development and Communication (LDC) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Writing
PERFORMANCE DESCRIPTOR / STANDARD	18-36.LDC-13.	Children use writing and other symbols to record information and communicate for a variety of purposes.
GRADE LEVEL EXAMPLE / STAGE	18-36.LDC-13b.	<p>Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.            2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>



<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Writing</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.LDC-14.</b>	Children use knowledge of letters in their attempts to write.
<b>GRADE LEVEL EXAMPLE / STAGE</b>		<p>Emerging</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

<b>STANDARD / COURSE</b>	<b>SC.18-36.LDC.</b>	<b>Language Development and Communication (LDC) Domain Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Writing</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.LDC-15.</b>	Children use writing skills and conventions.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-15d.</b>	<p>Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.LDC-15e.</b>	<p>Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
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<b>STANDARD / COURSE</b>	<b>SC.18-36.MTE.</b>	<b>Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>		<b>Foundations for Number Sense</b>
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	<b>18-36.MTC-1.</b>	Children demonstrate a beginning understanding of numbers and quantity during play and other activities.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	<b>18-36.MTC-1h.</b>	<p>Attempt to chant or recite numbers, but not necessarily in the correct order. (e.g., counting objects on a page during a read aloud)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of</p>



		quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
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STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Number Sense
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-2.	Children demonstrate a beginning understanding of numbers and operations during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-2o.	Use observation and emerging counting skills (1, 2, and 3) during play and other daily activities.  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Algebraic Thinking
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-3.	Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-3c.	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another).  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together

GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-3d.	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm).  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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STANDARD / COURSE	SC.18-36.MTE.	Mathematical Thinking and Expression (MTE) Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Foundations for Geometry and Spatial Understanding
PERFORMANCE DESCRIPTOR / STANDARD	18-36.MTC-4.	Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.
GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4e.	Respond to and begin to use words describing positions (in, on, over, under, etc.).  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4f.	<p>Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together  2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4g.	<p>Stack or line up blocks that are the same shape.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.  2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.MTC-4h.	<p>Complete shape sorter with intention.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together  2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-1.	Children use their senses to construct knowledge about the world around them.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-1e.	<p>Explore objects and materials physically to learn about their properties.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-1g.	<p>Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-2.	Children recall information and use it for addressing new situations and problems.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2l.	<p>Show they remember people, objects, and events (tell about them, act them out, point out similar happenings).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-2n.	<p>Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Construction of Knowledge: Thinking and Reasoning
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-3.	Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-3e.	<p>Talk about what they and other people want or like.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-4.	Children demonstrate appreciation for different forms of artistic expression.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-4e.	<p>Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-4f.	<p>Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Creative Expression
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-5.	Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5i.	<p>Recreate familiar scenes using play materials, language, and actions.</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5j.	<p>Experiment and create art with clay, crayons, markers, paint, and collage materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5k.	<p>Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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GRADE LEVEL EXAMPLE / STAGE	18-36.CD-5l.	<p>Express ideas and feelings through music, movement, and dance.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-6.	Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-6g.	<p>Help with daily routines (put cups out for lunch, feed pets, wash tables).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines  2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-7.	Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-7c.	<p>Put self into categories based on age, gender, and physical characteristics ("I'm a girl." "I have long hair.").</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-8.	Children identify and demonstrate acceptance of similarities and differences between themselves and others.

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-8b.	<p>Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Social Connections
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-9.	Children explore concepts connected with their daily experiences in their community.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-9a.	<p>Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>



STANDARD / COURSE	SC.18-36.CD.	Cognitive Development (CD) Domain Indicators (18 to 36 months)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-10.	Children observe and describe characteristics of living things and the physical world.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-10m.	Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet).  <u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals

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KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION		Scientific Exploration and Knowledge
PERFORMANCE DESCRIPTOR / STANDARD	18-36.CD-11.	Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.
GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11f.	Investigate differences between materials (sand, water, goop, moving air).  <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Begins to explore and investigate the properties of mud, sand, and soil

GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11g.	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass).  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)
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GRADE LEVEL EXAMPLE / STAGE	18-36.CD-11h.	Notice changes in materials when mixing and manipulating (paint, Play-Doh, food ingredients).  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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