



Curriculum Alignment with

Virginia Early Learning and Development Standards

Grade: **Ages 25 to 36 months** - Adopted: **2021**

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.1.	Being curious learners
PROGRESS INDICATOR	APL1.1e.	Asks questions about materials and how they are used (APL1.1e) <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?"

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL1.	CURIOSITY AND INITIATIVE
INDICATOR	APL1.2.	Taking initiative
PROGRESS INDICATOR	APL1.2I.	Tries out different ways of using new materials (APL1.2I) <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL2.	CREATIVITY AND IMAGINATION
INDICATOR	APL2.1.	Showing creativity and imagination
PROGRESS INDICATOR	APL2.1i.	Creates three dimensional structures using blocks and found materials (e.g., stones or sticks) (APL2.1i) <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

PROGRESS INDICATOR	APL2.1j.	Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) (APL2.1j) <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play
--------------------	----------	---

		<p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
--	--	---

PROGRESS INDICATOR	APL2.1k.	<p>Creates new words or rhymes (APL2.1k)</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>
--------------------	----------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.1.	Focusing and paying attention
PROGRESS INDICATOR	APL3.1g.	<p>Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) (APL3.1g)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

PROGRESS INDICATOR	APL3.1h.	<p>Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) (APL3.1h)</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>
--------------------	----------	---

		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
--	--	--

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.2.	Building working memory
PROGRESS INDICATOR	APL3.2h.	Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h) <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.4.	Inhibiting responses
PROGRESS INDICATOR	APL3.4a.	Begins to take turns and waits in line for short periods of time with adult support (APL3.4a) <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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL3.	EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION
INDICATOR	APL3.5.	Persisting and problem-solving
PROGRESS INDICATOR	APL3.5l.	Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) (APL3.5l) <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: 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 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

		<p>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</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>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</p> <p>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p> <p>Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
PROGRESS INDICATOR	APL3.5m.	<p>Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5m)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>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</p> <p>Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
PROGRESS INDICATOR	APL3.5n.	<p>Responds to adult's verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity (APL3.5n)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>

		Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 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
--	--	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)	
INDICATOR / STANDARD	APL4.	BEHAVIORAL SELF-REGULATION
INDICATOR	APL4.1.	Managing actions and behaviors
PROGRESS INDICATOR	APL4.1e.	Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) (APL4.1e) <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

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.1.	Developing self-awareness
PROGRESS INDICATOR	SED1.1i.	Describes own physical characteristics and behaviors (SED1.1i) <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

PROGRESS INDICATOR	SED1.1j.	Indicates likes and dislikes when asked (SED1.1j) <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences
---------------------------	-----------------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.2.	Developing self-confidence
PROGRESS INDICATOR	SED1.2e.	<p>Performs the tasks requested of them and may initiate tasks on their own (SED1.2e)</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>

PROGRESS INDICATOR	SED1.2f.	<p>Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2f)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
---------------------------	-----------------	---

PROGRESS INDICATOR	SED1.2g.	<p>Demonstrates new skills and abilities to others (SED1.2g)</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>
---------------------------	-----------------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED1.	POSITIVE SELF-CONCEPT
INDICATOR	SED1.3.	Becoming autonomous and independent
PROGRESS INDICATOR	SED1.3g.	<p>Shows signs of security and trust when separated from familiar adults (SED1.3g)</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</p>

		Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words
--	--	---

PROGRESS INDICATOR	SED1.3h.	<p>Asks for help from familiar adults, but may push away and refuse help (SED1.3h)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</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: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <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>
--------------------	----------	--

PROGRESS INDICATOR	SED1.3i.	<p>Knows and states independent thoughts (e.g., "I do it myself.") (SED1.3i)</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>
--------------------	----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.1.	Seeing and naming emotions in self and others
PROGRESS INDICATOR	SED2.1g.	<p>Recognizes emotions of others (e.g., "mama sad," "papa happy") (SED2.1g)</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</p>

		expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
--	--	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.2.	Expressing emotions
PROGRESS INDICATOR	SED2.2g.	Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) (SED2.2g) <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

PROGRESS INDICATOR	SED2.2h.	Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt (SED2.2h) <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others
--------------------	----------	--

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.3.	Communicating feelings, wants, and needs
PROGRESS INDICATOR	SED2.3d.	Communicates wants and needs verbally or through alternative communication (e.g., “pick me up” or raises up arms) (SED2.3d) <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.4.	Regulating emotions
PROGRESS INDICATOR	SED2.4f.	Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a “fall” or “cut”) (SED2.4f)

		<u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
PROGRESS INDICATOR	SED2.4g.	Uses some self-comfort strategies (SED2.4g) <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
PROGRESS INDICATOR	SED2.4h.	Accepts adult suggestions for managing feelings by themselves (SED2.4h) <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
PROGRESS INDICATOR	SED2.4i.	Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i) <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

		<p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress</p> <p>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</p> <p>Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>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>
--	--	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED2.	EMOTIONAL COMPETENCE
INDICATOR	SED2.5.	Showing care and concern for others
PROGRESS INDICATOR	SED2.5d.	<p>Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED2.5d)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.2 Identifies emotions of others</p>

PROGRESS INDICATOR	SED2.5e.	<p>Expresses empathy toward adults who are sad by comforting them with words or actions (SED2.5e)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.2 Identifies emotions of others</p>
---------------------------	-----------------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.1.	Developing relationships with adults
PROGRESS INDICATOR	SED3.1i.	<p>Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1i)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress</p> <p>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</p> <p>Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress</p> <p>Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

PROGRESS INDICATOR	SED3.1j.	Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1j) <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations
--------------------	----------	--

PROGRESS INDICATOR	SED3.1k.	Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1k) <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
--------------------	----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.2.	Developing relationships with other children
PROGRESS INDICATOR	SED3.2i.	Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2i) <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

		<p>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>
PROGRESS INDICATOR	SED3.2j.	<p>Interacts with a few children on shared activities and understands simple social interaction rules (e.g., “your turn” or “my turn”) (SED3.2j)</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>
PROGRESS INDICATOR	SED3.2k.	<p>Responds to others’ questions in social interactions with words or actions (SED 3.2k)</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: 17.1</p>

		Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions
--	--	--

PROGRESS INDICATOR	SED3.2I.	<p>Begins to initiate interactions with other children in shared play activities (SED3.2I)</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>
--------------------	----------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
INDICATOR / STANDARD	SED3.	INTERACTING WITH OTHERS
INDICATOR	SED3.3.	Engaging in cooperative play
PROGRESS INDICATOR	SED3.3i.	<p>Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (SED3.3i)</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: 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: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.1.	Understanding verbal and nonverbal cues

PROGRESS INDICATOR	CLLD1.1t.	<p>Listens to and attends to spoken language and read-aloud texts (CLLD1.1t)</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 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
--------------------	-----------	---

PROGRESS INDICATOR	CLLD1.1u.	<p>Follows simple and short directions for routine practices (CLLD1.1u)</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</p>
--------------------	-----------	---

PROGRESS INDICATOR	CLLD1.1v.	<p>Understands and responds to several hundred words or more (CLLD1.1v)</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>
--------------------	-----------	---

PROGRESS INDICATOR	CLLD1.1w.	<p>Understands and responds to basic attribute word differences such as personal (I/me/ you/it) and possessive (my and mine) pronouns (CLLD1.1w)</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: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
--------------------	-----------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.2.	Using vocabulary and nonverbal cues to communicate
PROGRESS INDICATOR	CLLD1.2I.	<p>Asks short questions and requests clarifications (CLLD1.2I)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
--	--	---

PROGRESS INDICATOR	CLLD1.2m.	<p>Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2m)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>
--------------------	-----------	---

PROGRESS INDICATOR	CLLD1.2n.	<p>Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) (CLLD1.2n)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
--------------------	-----------	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD1.	COMMUNICATION
INDICATOR	CLLD1.3.	Learning and engaging in conversational interactions
PROGRESS INDICATOR	CLLD1.3h.	<p>Uses simple verbal responses and nonverbal gestures (CLLD1.3h)</p> <p><u>Progress Monitoring Skills</u></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>

PROGRESS INDICATOR	CLLD1.3i.	<p>Uses words, gestures, signs, and phrases to converse with others (CLLD1.3i)</p> <p><u>Progress Monitoring Skills</u></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: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
--	--	--

PROGRESS INDICATOR	CLLD1.3j.	<p>Begins to ask and respond to questions (CLLD1.3j)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
--------------------	-----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.1.	Paying attention to print as meaningful
PROGRESS INDICATOR	CLLD2.1f.	<p>Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.1f)</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>

PROGRESS INDICATOR	CLLD2.1g.	Identifies common words in the environment (e.g., name, exit, stop) (CLLD2.1g)
--------------------	-----------	--

		<u>Progress Monitoring Skills</u> 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read 2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
--	--	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.2.	Understanding ideas, vocabulary, and information in stories and texts
PROGRESS INDICATOR	CLLD2.2f.	Identifies the feelings of characters in a book or story (CLLD2.2f) <u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others

PROGRESS INDICATOR	CLLD2.2g.	Asks to be read to or asks the meaning of written text (CLLD2.2g) <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
---------------------------	------------------	--

PROGRESS INDICATOR	CLLD2.2j.	Repeats words heard during story reading (CLLD2.2j) <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
---------------------------	------------------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD2.	FOUNDATIONS OF READING
INDICATOR	CLLD2.3.	Learning spoken language is composed of smaller segments of sound
PROGRESS INDICATOR	CLLD2.3e.	Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs (CLLD2.3e)

		<p>Progress Monitoring Skills</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
--	--	---

PROGRESS INDICATOR	CLLD2.3f.	<p>Imitates most sounds of language using familiar words (CLLD2.3f)</p> <p>Progress Monitoring Skills</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>
--------------------	-----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)
INDICATOR / STANDARD	CLLD3.	FOUNDATIONS OF WRITING
INDICATOR	CLLD3.1.	Drawing, scribbling, and writing to communicate
PROGRESS INDICATOR	CLLD3.1i.	<p>Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1i)</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD1.	USING SENSES
INDICATOR	HPD1.1.	Learning through all senses
PROGRESS INDICATOR	HPD1.1k.	<p>Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) (HPD1.1k)</p> <p>Progress Monitoring Skills</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and</p>

		communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment
--	--	--

PROGRESS INDICATOR	HPD1.1l.	Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture (HPD1.1l) <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
--------------------	----------	--

PROGRESS INDICATOR	HPD1.1m.	Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1m) <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: 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
--------------------	----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.1.	Developing large muscle control
PROGRESS INDICATOR	HPD2.1g.	Gains control of a variety of movements including running and jumping with increasing independence (HPD2.1g) <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

		<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>
--	--	---

PROGRESS INDICATOR	HPD2.1h.	<p>Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) (HPD2.1h)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</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>
--------------------	----------	--

PROGRESS INDICATOR	HPD2.1i.	<p>Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) (HPD2.1i)</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>
--------------------	----------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD2.	GROSS MOTOR
INDICATOR	HPD2.2.	Exploring the environment
PROGRESS INDICATOR	HPD2.2d.	<p>Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play (HPD2.2d)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

STRAND / TOPIC		Later Toddler (22-36 months)
----------------	--	------------------------------

STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.1.	Using eyes and hands together
PROGRESS INDICATOR	HPD3.1f.	<p>Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) (HPD3.1f)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD3.	FINE MOTOR
INDICATOR	HPD3.2.	Developing small muscle control
PROGRESS INDICATOR	HPD3.2g.	<p>Plans ways to use hands for various activities, such as stacking, building, connecting, drawing (HPD3.2g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.1.	Taking care of daily health needs
PROGRESS INDICATOR	HPD4.1i.	<p>Takes care of personal self-care needs like hand-washing with some adult assistance (HPD4.1i)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

PROGRESS INDICATOR	HPD4.1j.	<p>Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) (HPD4.1j)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty 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>
--------------------	----------	---

PROGRESS INDICATOR	HPD4.1k.	<p>Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1k)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>
--------------------	----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.2.	Adopting safe behaviors
PROGRESS INDICATOR	HPD4.2g.	<p>Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g)</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</p>

		2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play
--	--	--

PROGRESS INDICATOR	HPD4.2h.	<p>Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) (HPD4.2h)</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>
--------------------	----------	---

PROGRESS INDICATOR	HPD4.2i.	<p>Pays attention to simple safety instructions (HPD4.2i)</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</p>
--------------------	----------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)
INDICATOR / STANDARD	HPD4.	PHYSICAL HEALTH AND SELF-CARE
INDICATOR	HPD4.3.	Eating with healthy habits
PROGRESS INDICATOR	HPD4.3g.	<p>Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>

PROGRESS INDICATOR	HPD4.3h.	<p>Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</p>
--------------------	----------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.1.	Paying attention to the natural world

PROGRESS INDICATOR	CD1.1f.	<p>Observes and describes items and events in the natural world using words, signs, or gestures (CD1.1f)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
--------------------	---------	---

PROGRESS INDICATOR	CD1.1g.	<p>Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
--------------------	---------	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD1.	SCIENCE: THE NATURAL AND PHYSICAL WORLD
INDICATOR	CD1.2.	Testing questions and ideas
PROGRESS INDICATOR	CD1.2g.	<p>Notifies differences among materials such as sand and water (CD1.2g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Explores and investigates the properties of water</p>

PROGRESS INDICATOR	CD1.2h.	<p>Follows adult's model to use simple tools to manipulate and explore objects (CD1.2h)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 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) 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
--------------------	---------	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.1.	Learning about ways that people interact
PROGRESS INDICATOR	CD2.1e.	<p>Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time (CD2.1e)</p>

		<u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal
--	--	---

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.2.	Understanding relationships and connections
PROGRESS INDICATOR	CD2.2d.	Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair) (CD2.2d) <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

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD2.	Social Science: People, Community, and Culture
INDICATOR	CD2.3.	Learning about differences
PROGRESS INDICATOR	CD2.3d.	Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d) <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:

		<p>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>
--	--	--

STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.1.	Comparing numbers, counting, and recognizing quantities
PROGRESS INDICATOR	CD3.1f.	<p>Compares quantities of items and indicates “same” or “more” (CD3.1f)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>

PROGRESS INDICATOR	CD3.1g.	<p>Begins to match numerals to the correct quantity (amount) (CD3.1g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>
---------------------------	----------------	--

PROGRESS INDICATOR	CD3.1h.	<p>Uses number words for counting, though not necessarily in order (CD3.1h)</p>
---------------------------	----------------	---

		<u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
PROGRESS INDICATOR	CD3.1i.	Imitates an adult who is counting along with actions such as clapping (CD3.1i) <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
STRAND / TOPIC		Later Toddler (22-36 months)
STANDARD / STRAND		AREA FIVE: COGNITIVE DEVELOPMENT (CD)
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.3.	Geometric thinking and spatial reasoning
PROGRESS INDICATOR	CD3.3g.	Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name (CD3.3g) <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)
PROGRESS INDICATOR	CD3.3h.	Sorts items or pictures by shape (CD3.3h) <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 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
PROGRESS INDICATOR	CD3.3i.	Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood (CD3.3i) <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)

PROGRESS INDICATOR	CD3.3j.	<p>Responds to and uses words describing a place in space such as “next to”, “inside of”, “under” (CD3.3j)</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.</p>
--------------------	---------	---

PROGRESS INDICATOR	CD3.3k.	<p>Stacks 4 or more blocks or items vertically (CD3.3k)</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>
--------------------	---------	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.4.	Sorting, classifying, and patterning
PROGRESS INDICATOR	CD3.4g.	<p>Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain (CD3.4g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>

PROGRESS INDICATOR	CD3.4h.	<p>Predicts the next word or phrase in a familiar story (CD3.4h)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
--------------------	---------	---

PROGRESS INDICATOR	CD3.4i.	<p>Recognizes and follows simple patterns in stories or books such as I Know an Old Lady Who Swallowed a Fly or The Very Hungry Caterpillar (CD3.4i)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p>
--------------------	---------	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD3.	MATHEMATICS
INDICATOR	CD3.5.	Describing, comparing, and measuring
PROGRESS INDICATOR	CD3.5d.	<p>With adult support, sorts objects into two groups based on a single attribute/characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles) (CD3.5d)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.1.	Exploring and expressing ideas through movement and dance
PROGRESS INDICATOR	CD4.1g.	<p>Follows adult's guidance for recognizing personal space (CD4.1g)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

PROGRESS INDICATOR	CD4.1h.	<p>Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement (CD4.1h)</p> <p><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</p>
---------------------------	----------------	--

PROGRESS INDICATOR	CD4.1i.	<p>Repeats short rhythm patterns (CD4.1i)</p> <p><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</p>
---------------------------	----------------	---

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD4.	FINE ARTS

INDICATOR	CD4.2.	Learning about and through music
PROGRESS INDICATOR	CD4.2h.	Asks with words, signs, or gestures to hear music again (CD4.2h) <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 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

PROGRESS INDICATOR	CD4.2i.	Participates in group musical experiences (CD4.2i) <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 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
---------------------------	----------------	---

PROGRESS INDICATOR	CD4.2j.	Echoes short phrases as sung by an adult (CD4.2j) <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
---------------------------	----------------	---

PROGRESS INDICATOR	CD4.2k.	Changes the tempo of a beat between fast and slow (CD4.2k) <u>Progress Monitoring Skills</u> 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
---------------------------	----------------	---

PROGRESS INDICATOR	CD4.2m.	Responds to and follows changes in tempo (CD4.2m) <u>Progress Monitoring Skills</u> 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
---------------------------	----------------	--

STRAND / TOPIC	Later Toddler (22-36 months)	
STANDARD / STRAND	AREA FIVE: COGNITIVE DEVELOPMENT (CD)	
INDICATOR / STANDARD	CD4.	FINE ARTS
INDICATOR	CD4.3.	Building understanding, empathy, and relationship skills through drama and theatre arts
PROGRESS INDICATOR	CD4.3g.	Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g)

		<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
PROGRESS INDICATOR	CD4.3h.	Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age, and ability (CD4.3h) <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: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language) 2 Year Olds: 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
PROGRESS INDICATOR	CD4.3i.	Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i) <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
PROGRESS INDICATOR	CD4.3j.	Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care) (CD4.3j) <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book 2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal