



Curriculum Alignment with

Vermont Early Learning Standards

Grade: **Ages 13 to 24 months** - Adopted: 2015

STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	YT.I.1.1.1.1.	<p>Engage in solitary and parallel play (e.g., children building blocks next to each other, but not interacting with each other).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
GRADE LEVEL EXPECTATION	YT.I.1.1.1.2.	<p>Engage in intended use of toy (e.g., running car along the floor).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Plays with and explores different toys and objects</p>
GRADE LEVEL EXPECTATION	YT.I.1.1.1.3.	<p>Engage in simple pretend play with actual objects (e.g., puts phone to ear, or doll to bed).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
GRADE LEVEL EXPECTATION	YT.I.1.1.1.4.	<p>Play outside engaging with the natural environment (e.g., feeling leaves, digging in sand).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress</p>

		Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.
GRADE LEVEL EXPECTATION	YT.I.1.2.1.1.	Experiment with object to see how it reacts to different actions (e.g. bang , shake and roll pinecone). <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects

GRADE LEVEL EXPECTATION	YT.I.1.2.1.2.	Experiment with multiple objects to gain information (e.g. rolls car, ball and stuffed animal down a ramp). <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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GRADE LEVEL EXPECTATION	YT.I.1.2.1.3.	Engage in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water). <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects
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GRADE LEVEL EXPECTATION	YT.I.1.2.1.4.	Indicate preferences or dislikes for activities, people and experiences. <u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects
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GRADE LEVEL EXPECTATION	YT.I.1.2.1.5.	Use memory as a foundation for more complex play, actions and ideas. <u>Progress Monitoring Skills</u> 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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STANDARD / STRAND	VT.YT.I.1.	DEVELOPING SELF - Approaches to Learning (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	YT.I.1.3.1.2.	<p>Experiment and practice to expand skill level.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	YT.I.1.3.1.3.	<p>Use creative role playing to solve problems and to communicate needs.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
GRADE LEVEL EXPECTATION	YT.I.1.3.1.4.	Try solutions to everyday problems until discovers one that works.

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
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STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.1.	Emotion and Self-Regulation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.1.1.	Children express a range of emotions, and regulate their emotional and social responses.
GRADE LEVEL EXPECTATION	YT.I.2.1.1.1.	Express a variety of emotions e.g., happy, sad, mad. <u>Progress Monitoring Skills</u> 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings

GRADE LEVEL EXPECTATION	YT.I.2.1.1.2.	Respond with intent to adult speech, facial expressions, touch and/or movement. <u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults
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GRADE LEVEL EXPECTATION	YT.I.2.1.1.3.	Take action to meet own needs e.g., pointing, stating, “more”, or giving hugs. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences,
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		<p>and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	YT.I.2.1.1.4.	<p>Follow simple routines e.g., goes to sink when an adult mentions hand washing.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
GRADE LEVEL EXPECTATION	YT.I.2.1.1.6.	<p>Show ability to attend to people, objects and activities to extend an activity or join others in a common focus.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
GRADE LEVEL EXPECTATION	YT.I.2.1.1.7.	<p>Persist in attempts to communicate need.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.2.	Self-Awareness

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.2.1.	Children demonstrate awareness of their personal characteristics, skills, and abilities.
GRADE LEVEL EXPECTATION	YT.I.2.2.1.1.	<p>Express self as individual through gestures, actions, and language e.g., me/mine.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
GRADE LEVEL EXPECTATION	YT.I.2.2.1.3.	<p>Use skills and abilities to meet own needs e.g., picks up book and brings to daddy.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
GRADE LEVEL EXPECTATION	YT.I.2.2.1.4.	<p>Respond to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
GRADE LEVEL EXPECTATION	YT.I.2.2.1.5.	Anticipate familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home).

		<u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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STANDARD / STRAND	VT.YT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.2.3.	Relationships with Adults and Peers
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.2.3.1.	Children develop healthy positive relationships with adults and peers.
GRADE LEVEL EXPECTATION	YT.I.2.3.1.1.	React to familiar and unfamiliar adults e.g., reaching out to mother, hiding behind dad's legs. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults

GRADE LEVEL EXPECTATION	YT.I.2.3.1.2.	Engage in more complex back and forth playful interactions with others e.g., hide n seek, finger-plays. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Searches for hidden or missing objects
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GRADE LEVEL EXPECTATION	YT.I.2.3.1.4.	Show sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy). <u>Progress Monitoring Skills</u> 12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others
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STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.
GRADE LEVEL EXPECTATION	YT.I.3.1.1.1.	<p>Move hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

GRADE LEVEL EXPECTATION	YT.I.3.1.1.3.	<p>Sustain balance during simple movements (e.g., walk independently, stand legs apart and swat to music).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>
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STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.1.2.	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
GRADE LEVEL EXPECTATION	YT.I.3.1.2.1.	<p>Demonstrate control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress</p>

		Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
GRADE LEVEL EXPECTATION	YT.I.3.1.2.2.	Move fingers independent of other fingers (e.g., point to objects). <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
GRADE LEVEL EXPECTATION	YT.I.3.1.2.3.	Demonstrate eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects). <u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.1.	Children develop healthy eating habits and knowledge of good nutrition.
GRADE LEVEL EXPECTATION	YT.I.3.2.1.1.	Try new foods. <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
GRADE LEVEL EXPECTATION	YT.I.3.2.1.2.	Eat a variety of nutritious foods from all food groups. <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Shows interest in and tries new foods
GRADE LEVEL EXPECTATION	YT.I.3.2.1.3.	Eat finger foods (e.g., Cheerios). <u>Progress Monitoring Skills</u> 12 to 24 Months: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Distinguishes between food and non-food items

STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	YT.I.3.2.2.2.	Use objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime). <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance

GRADE LEVEL EXPECTATION	YT.I.3.2.2.3.	Cooperate and may assist with care routines (mouth care, hand washing, dressing, bathing). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance
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STANDARD / STRAND	VT.YT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	YT.I.3.2.3.1.	React to simple verbal or nonverbal warnings of danger (e.g., 'Stop! Wait! Hot!'). <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance

GRADE LEVEL EXPECTATION	YT.I.3.2.3.3.	Show some caution about unfamiliar and/or unsafe situations. <u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance
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STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	YT.II.1.1.1.1.	Respond to simple requests when accompanied by gestures. <u>Progress Monitoring Skills</u> 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions

		12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions
GRADE LEVEL EXPECTATION	YT.II.1.1.1.4.	<p>Demonstrate receptive vocabulary of 50 or more words in home language.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.2.	Expressive Language (Speaking)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.2.1.	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
GRADE LEVEL EXPECTATION	YT.II.1.2.1.1.	<p>Combine gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no').</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
GRADE LEVEL EXPECTATION	YT.II.1.2.1.3.	<p>Speak clearly enough to be understood by people who are close and familiar.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play
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GRADE LEVEL EXPECTATION	YT.II.1.2.1.4.	<p>Say at least 25 meaningful words (consistent and recognizable to caregivers).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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STANDARD / STRAND	VT.YT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.1.4.1.	Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.
GRADE LEVEL EXPECTATION	YT.II.1.4.1.1.	<p>Watch for signs of being understood by others and repeat efforts if not initially successful.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>

GRADE LEVEL EXPECTATION	YT.II.1.4.1.2.	<p>Continue to initiate and engage in communications with others through gestures, words, and facial expressions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions 12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal</p>
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		play 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate
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STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	YT.II.2.1.1.1.	Point to pictures in a book. <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her

EXPECTATION	YT.II.2.1.1.2.	Turn pages. <u>Progress Monitoring Skills</u> 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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EXPECTATION	YT.II.2.1.1.3.	Notice environmental print. <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness

EXPECTATION	YT.II.2.1.1.4.	<p>Listen to and participate in familiar songs, rhymes, and stories.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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EXPECTATION	YT.II.2.1.1.5.	<p>Play with different sounds.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p>
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STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	YT.II.2.1.1.7.	<p>Emerging.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts:</p>

		Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment
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STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.2a.	Reading: Engagement with Literature and Informational Text (0-5)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.2a.1.	Children develop “book language” and demonstrate comprehension.
GRADE LEVEL EXPECTATION	YT.II.2.2a.1.1.	<p>Focus attention for short periods of time when read to.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>

GRADE LEVEL EXPECTATION	YT.II.2.2a.1.2.	<p>Use “book babble” when holding a book to mimic sound of reading.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.2 Selects book or toy from several options 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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GRADE LEVEL EXPECTATION	YT.II.2.2a.1.3.	<p>Demonstrate preference for favorite books.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and</p>
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		<p>fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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GRADE LEVEL EXPECTATION	YT.II.2.2a.1.4.	<p>Pretend to read and write the way they see parents and others do.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p>
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GRADE LEVEL EXPECTATION	YT.II.2.2a.1.5.	<p>Request adults to read a favorite book.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
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STANDARD / STRAND	VT.YT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.2.3.	Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.2.3.1.	Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
GRADE LEVEL EXPECTATION	YT.II.2.3.1.1.	<p>Make random marks and some scribbling.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p>

		12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper
GRADE LEVEL EXPECTATION	YT.II.2.3.1.2.	Use simple writing tools without adult assistance. <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.1.1.	Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.
GRADE LEVEL EXPECTATION	YT.II.3.1.1.1.	Make marks with crayons, markers, and paints. <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
GRADE LEVEL EXPECTATION	YT.II.3.1.1.2.	Explore all types of art materials and processes (e.g., paints, modeling clay, or play dough, collage, stamping). <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
GRADE LEVEL EXPECTATION	YT.II.3.1.1.3.	Express creativity using simple art materials (e.g., chalk, finger paints, shaving cream). <u>Progress Monitoring Skills</u> 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
GRADE LEVEL EXPECTATION	YT.II.3.1.1.4.	Respond to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences. <u>Progress Monitoring Skills</u> 12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted 12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.2.	Music
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.2.1.	Children engage in making and listening to music as a vehicle for expression and learning.
GRADE LEVEL EXPECTATION	YT.II.3.2.1.1.	<p>Recognize and associate a particular song or sound with a particular meaning (e.g., clean-up song).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
GRADE LEVEL EXPECTATION	YT.II.3.2.1.2.	<p>Use toys and objects to intentionally make sounds.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
GRADE LEVEL EXPECTATION	YT.II.3.2.1.3.	<p>Experiment with objects to change sound.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	YT.II.3.2.1.4.	<p>Imitate sounds heard (e.g., repeat “moo” when prompted).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.3.	Theatre (Dramatic Play)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.3.1.	Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.
GRADE LEVEL EXPECTATION	YT.II.3.3.1.1.	Engage in “pretending” by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
GRADE LEVEL EXPECTATION	YT.II.3.3.1.2.	Role play familiar, every day events and routines (e.g., feed a doll, go shopping). <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words
GRADE LEVEL EXPECTATION	YT.II.3.3.1.3.	Use hats, pocketbooks, clothes for dress-up and simple role playing. <u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play

		<p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group</p> <p>12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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GRADE LEVEL EXPECTATION	YT.II.3.3.1.4.	<p>Use object for intended purpose during play.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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STANDARD / STRAND	VT.YT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
GRADE LEVEL EXPECTATION	YT.II.3.4.1.1.	<p>Make movements (e.g., stands with feet apart swaying) when music plays.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>

GRADE LEVEL EXPECTATION	YT.II.3.4.1.2.	<p>Clap when hear music or singing.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
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GRADE LEVEL EXPECTATION	YT.II.3.4.1.3.	<p>Dance to music in their own way (e.g., run around waving arms).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
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STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	YT.III.1.1a.1.1.	<p>Use a few number words without understanding quantity.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:</p>

		26.1 Applies number and counting to daily routine with adult guidance
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GRADE LEVEL EXPECTATION	YT.III.1.1a.1.2.	<p>Imitate rote counting.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p>
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GRADE LEVEL EXPECTATION	YT.III.1.1a.1.3.	<p>Participate in simple songs and activities that include numbers (e.g. Five Little Monkeys).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group 12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.3a.	Measurement, Classification and Data: Measurement, Comparison, Classification, and Time
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.3a.1.	Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.1.	<p>Demonstrate awareness of similarities and differences of objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p>

		<p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.2.	<p>Make simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
GRADE LEVEL EXPECTATION	YT.III.1.3a.1.3.	<p>Identify difference between objects based on one variable (i.e. size or quantity).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance</p> <p>12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance</p> <p>12 to 24 Months: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.2 Uses size words appropriately</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance</p> <p>12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error</p> <p>12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes</p> <p>12 to 24 Months: 30- Explores, recognizes, and describes shapes</p>

		and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit
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GRADE LEVEL EXPECTATION	YT.III.1.3a.1.5.	<p>Experiment with object relationships (e.g. what fits in openings to containers or tubes?).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
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STANDARD / STRAND	VT.YT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.1.4a.	Geometry and Spatial Reasoning: Geometry and Spatial Sense
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.1.4a.1.	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.1.	<p>Experiment with body's relationship to objects (e.g. move body to see the front of doll).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>

GRADE LEVEL EXPECTATION	YT.III.1.4a.1.2.	<p>Manipulate objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill:</p>
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		<p>26.2 Counts groups of one and two objects with adult guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance 12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error 12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.3.	<p>Explore space with entire body (e.g., crawl under table, climb into a box).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p>
GRADE LEVEL EXPECTATION	YT.III.1.4a.1.4.	<p>Complete simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.1.	Physical Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.1.1.	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
GRADE LEVEL EXPECTATION	YT.III.2.1.1.1.	<p>Repeat actions and observe results.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p>
GRADE LEVEL EXPECTATION	YT.III.2.1.1.2.	<p>Demonstrate ability to push and pull objects.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p>

		12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects
GRADE LEVEL EXPECTATION	YT.III.2.1.1.3.	<p>Act upon objects to make them move in different ways.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination 12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
GRADE LEVEL EXPECTATION	YT.III.2.1.1.4.	<p>Explore properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Explores solids and liquids</p>
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
GRADE LEVEL EXPECTATION	YT.III.2.2.1.1.	<p>Explore the characteristics of living things.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals 12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
GRADE LEVEL EXPECTATION	YT.III.2.2.1.2.	<p>Interact with plants and animals.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 33- Demonstrates knowledge related to living things and their environment: Progress Monitoring Skill: 33.1 Interacts with plants and animals</p>
STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.3.1.	Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.
GRADE LEVEL EXPECTATION	YT.III.2.3.1.2.	<p>Match basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather</p>

GRADE LEVEL EXPECTATION	YT.III.2.3.1.3.	<p>Point or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds).</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.1 Engages in structured play using water 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.2 Engages in structured play using sand, soil, and mud 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.3 Identifies the objects in the sky and uses basic vocabulary to describe day and night 12 to 24 Months: 32- Demonstrates knowledge related to the dynamic properties of earth and sky: Progress Monitoring Skill: 32.4 Uses emerging vocabulary to describe basic weather</p>
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STANDARD / STRAND	VT.YT.III.2.	LEARNING ABOUT THE WORLD - Science (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.2.4.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.2.4.1.	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
GRADE LEVEL EXPECTATION	YT.III.2.4.1.1.	<p>Coordinate body movement for purposeful actions.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time 12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p>

GRADE LEVEL EXPECTATION	YT.III.2.4.1.3.	<p>Repeat actions purposefully, observing results.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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GRADE LEVEL EXPECTATION	YT.III.2.4.1.4.	<p>Push and pull objects to observe results.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress</p>
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		Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
GRADE LEVEL EXPECTATION	YT.III.2.4.1.6.	Use a tool to get to an out of reach object. <u>Progress Monitoring Skills</u> 12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
GRADE LEVEL EXPECTATION	YT.III.2.4.1.7.	Experiment with materials (ex. crayons, markers, play dough). <u>Progress Monitoring Skills</u> 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles 12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper 12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials
GRADE LEVEL EXPECTATION	YT.III.2.4.1.8.	Experiments in multiple ways with objects to achieve goal. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
GRADE LEVEL EXPECTATION	YT.III.2.4.1.10.	Experiment with arranging objects horizontally and vertically. <u>Progress Monitoring Skills</u> 12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance
STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.1.	Inquiry
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.1.1.	Children make sense of the world around them by actively gathering and interpreting information.
GRADE LEVEL EXPECTATION	YT.III.3.1.1.1.	Use senses to investigate immediate surroundings. <u>Progress Monitoring Skills</u> 12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements 12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance

		12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore
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STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.2.	Family and Community; Civics, Government & Society
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.2.1.	Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.
GRADE LEVEL EXPECTATION	YT.III.3.2.1.2.	Observe and imitate routine actions of family members and others whom child feels comfortable with. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose

GRADE LEVEL EXPECTATION	YT.III.3.2.1.3.	Show comfort of being in familiar settings, routines. <u>Progress Monitoring Skills</u> 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance 12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing 12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules
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STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.3.1.	Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.
GRADE LEVEL EXPECTATION	YT.III.3.3.1.1.	Explore places in home environment, as well as in other familiar places. <u>Progress Monitoring Skills</u> 12 to 24 Months: 38- Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes aspects of his/her classroom and home environment such as people, objects, and designated spaces

GRADE LEVEL EXPECTATION	YT.III.3.3.1.2.	Locate where favorite objects are kept. <u>Progress Monitoring Skills</u> 12 to 24 Months: 38- Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.1 Recognizes aspects of his/her classroom and home environment such as people, objects, and designated spaces
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STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.4.	History
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.4.1.	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
GRADE LEVEL EXPECTATION	YT.III.3.4.1.1.	Adapt to some changes in daily routines. <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events

GRADE LEVEL EXPECTATION	YT.III.3.4.1.2.	Participate in imitative play of simple actions observed in the recent past (e.g., feeding doll). <u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose
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STANDARD / STRAND	VT.YT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Young Toddlers - By 18 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	YT.III.3.5.	Economics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	YT.III.3.5.1.	Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.
GRADE LEVEL EXPECTATION	YT.III.3.5.1.1.	Use concept of “more” (e.g., sign, verbalizes or indicates “more”). <u>Progress Monitoring Skills</u> 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate 12 to 24 Months: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Shows awareness of early concepts related to amount 12 to 24 Months: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Applies number and counting to daily routine with adult guidance