



# Curriculum Alignment with

## Vermont Early Learning Standards

Grade: **Ages 25 to 36 months** - Adopted: **2015**

STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.1.	Play and Exploration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.1.1.	Children engage in play to understand the world around them.
GRADE LEVEL EXPECTATION	OT.I.1.1.1.2.	Engage in representational play (e.g., use a gourd as a hammer or a block as a phone).  <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

GRADE LEVEL EXPECTATION	OT.I.1.1.1.3.	Experiment with the outdoor environment (e.g., climb on rocks, roll down hills).  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules
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GRADE LEVEL EXPECTATION	OT.I.1.1.1.4.	Build friendships through play.  <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
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STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.2.	Initiative
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.2.1.	Children show curiosity about the world around them, and take action to interact with it and learn.

GRADE LEVEL EXPECTATION	OT.I.1.2.1.1.	<p>Watch others and imitate or participate.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
GRADE LEVEL EXPECTATION	OT.I.1.2.1.2.	<p>Apply knowledge in new situations.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
GRADE LEVEL EXPECTATION	OT.I.1.2.1.3.	<p>Ask questions to get new information.</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  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?"</p>
GRADE LEVEL EXPECTATION	OT.I.1.2.1.4.	<p>Initiate play with one peer.</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</p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
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STANDARD / STRAND	VT.OT.I.1.	DEVELOPING SELF - Approaches to Learning (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.1.3.	Problem Solving
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.1.3.1.	Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
GRADE LEVEL EXPECTATION	OT.I.1.3.1.1.	<p>Ask questions to gain information.</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: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
GRADE LEVEL EXPECTATION	OT.I.1.3.1.2.	<p>Experiment with the environment, toys, and peers with purpose.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
GRADE LEVEL EXPECTATION	OT.I.1.3.1.3.	<p>Demonstrate a willingness to try new activities and experiences.</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>
GRADE LEVEL EXPECTATION	OT.I.1.3.1.5.	Use simple problem-solving skills to figure out solutions to everyday problems.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise
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<b>STANDARD / STRAND</b>	<b>VT.OT.I.2.</b>	<b>DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.I.2.1.</b>	<b>Emotion and Self-Regulation</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.I.2.1.1.</b>	Children express a range of emotions, and regulate their emotional and social responses.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.1.1.1.</b>	Imitate different emotions or feelings through gestures and/or words.  <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 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.1.1.2.</b>	Identify common emotions in self and others e.g., happy, sad, mad.  <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
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.1.1.3.</b>	Use simple strategies to cope with own emotions e.g., appropriate gestures, actions and words.  <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
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.1.1.4.</b>	Engage self in pretend play for short periods of time.  <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>
GRADE LEVEL EXPECTATION	OT.I.2.1.1.5.	<p>Participate in activities and experiences with people, objects or materials that require attention and common focus.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
GRADE LEVEL EXPECTATION	OT.I.2.1.1.6.	<p>Show increased ability to stay engaged when working toward a goal or solving a problem.</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: 8.4 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>
GRADE LEVEL EXPECTATION	OT.I.2.1.1.7.	<p>Persist in attempts with different strategies until successful.</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>
STANDARD / STRAND	VT.OT.I.2.	DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.I.2.2.</b>	<b>Self-Awareness</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.I.2.2.1.</b>	Children demonstrate awareness of their personal characteristics, skills, and abilities.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.2.1.2.</b>	<p>Show increased awareness of own abilities and demonstrates self-confidence.</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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.2.1.3.</b>	<p>Display assertiveness e.g., "Let me do it!"</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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.2.1.4.</b>	<p>Show understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways.</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            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise            2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 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            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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.2.1.5.</b>	Refer to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
<b>STANDARD / STRAND</b>	<b>VT.OT.I.2.</b>	<b>DEVELOPING SELF - Social and Emotional Learning and Development (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.I.2.3.</b>	<b>Relationships with Adults and Peers</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.I.2.3.1.</b>	Children develop healthy positive relationships with adults and peers.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.3.1.1.</b>	Develop trust and interacts comfortably with familiar adults.  <u>Progress Monitoring Skills</u> 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.3.1.2.</b>	Take turns during simple games and in conversation.  <u>Progress Monitoring Skills</u> 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
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.3.1.4.</b>	Begin to imitate roles and relationship through play e.g., feeding baby doll, driving daddy's car, dancing like a ballerina.  <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
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.2.3.1.6.</b>	Use words in interaction with adults e.g., "I'll be the mommy you be the baby"  <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



GRADE LEVEL EXPECTATION	OT.I.2.3.1.7.	<p>Use words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., “are you ok?”, “don’t cry”, or helps to pick up spilled crackers).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
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STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.1.	Motor Development and Coordination
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.1.1.	Children develop strength, coordination, and control of their large muscles.
GRADE LEVEL EXPECTATION	OT.I.3.1.1.1.	<p>Walk and run with increasing skill demonstrating the ability to change speeds and direction.</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: 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</p>

GRADE LEVEL EXPECTATION	OT.I.3.1.1.2.	<p>Coordinate moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball).</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: 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</p>
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GRADE LEVEL EXPECTATION	OT.I.3.1.1.3.	Sustain balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with
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		both feet; walk backwards).  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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<b>STANDARD / STRAND</b>	<b>VT.OT.I.3.</b>	<b>DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.I.3.1.</b>	<b>Motor Development and Coordination</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.I.3.1.2.</b>	Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.3.1.2.1.</b>	Feed themselves using utensils and hands.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.3.1.2.2.</b>	Coordinate use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book).  <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: 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: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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<b>STANDARD / STRAND</b>	<b>VT.OT.I.3.</b>	<b>DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.I.3.2.</b>	<b>Health and Safety Practices</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.I.3.2.1.</b>	Children develop healthy eating habits and knowledge of good nutrition.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.3.2.1.1.</b>	Try new foods.  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.I.3.2.1.2.</b>	Show interest in and communicate about food, textures, tastes (e.g., crunchy, warm, sweet).
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		<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
GRADE LEVEL EXPECTATION	OT.I.3.2.1.3.	Consume age nutritious beverages (e.g., water, milk).  <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
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.2.2.	Children develop personal health and self-care habits, and become increasingly independent.
GRADE LEVEL EXPECTATION	OT.I.3.2.2.2.	Communicate to request things they need (e.g., food when hungry, drink when thirsty).  <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
GRADE LEVEL EXPECTATION	OT.I.3.2.2.3.	Show some independence in personal care routines.  <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.
GRADE LEVEL EXPECTATION	OT.I.3.2.2.4.	Initiate and complete some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress).

		<u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
GRADE LEVEL EXPECTATION	OT.I.3.2.2.5.	Use personal care objects (e.g., face cloth, brush) with assistance.  <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.
GRADE LEVEL EXPECTATION	OT.I.3.2.2.7.	Communicate with caregiver when not feeling well.  <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
STANDARD / STRAND	VT.OT.I.3.	DEVELOPING SELF - Growing, Moving, and Being Healthy (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.I.3.2.	Health and Safety Practices
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.I.3.2.3.	Children develop the ability to identify unsafe situations, and use safe practices.
GRADE LEVEL EXPECTATION	OT.I.3.2.3.2.	Identify harmful or unsafe objects or situations with assistance.  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations
GRADE LEVEL EXPECTATION	OT.I.3.2.3.3.	Increase self-control over impulses (e.g., wait for adult to cross street and not run into street).  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals

GRADE LEVEL EXPECTATION	OT.I.3.2.3.5.	<p>State and follow simple safety rules with adult support.</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>
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STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.1.1.	Receptive Language (Listening)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.1.1.1.	Young children attend to, comprehend, and respond to increasingly complex language.
GRADE LEVEL EXPECTATION	OT.II.1.1.1.1.	<p>Respond to simple requests when not accompanied by gestures.</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>

GRADE LEVEL EXPECTATION	OT.II.1.1.1.2.	<p>Follow one step directions.</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>
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GRADE LEVEL EXPECTATION	OT.II.1.1.1.3.	<p>Listen to familiar stories and show comprehension by reacting to them.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
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GRADE LEVEL EXPECTATION	OT.II.1.1.1.4.	<p>Respond to action words by doing the action.</p> <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</p>
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STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.II.1.2.</b>	<b>Expressive Language (Speaking)</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.II.1.2.1.</b>	Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.1.</b>	<p>Speak in 2-5 word sentences (e.g., I go home).</p> <p><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</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.2.</b>	<p>Omit some words in a sentence (e.g., “the”, “is”).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.3.</b>	<p>Overgeneralize saying some irregular verbs or plural incorrectly (e.g., “goed” rather than “went”).</p> <p><u>Progress Monitoring Skills</u>  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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.4.</b>	<p>Use negatives and add descriptive words when speaking.</p> <p><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</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.5.</b>	<p>Say 50 or more words in home language.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:  Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.1.2.1.6.</b>	<p>Ask simple questions.</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  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?"</p>

GRADE LEVEL EXPECTATION	OT.II.1.2.1.7.	<p>Speak clearly enough to be understood by strangers but some speech sound errors are still heard (e.g. 'My fumb (thumb) hurts').</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
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GRADE LEVEL EXPECTATION	OT.II.1.2.1.8.	<p>Respond to questions.</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: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
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STANDARD / STRAND	VT.OT.II.1.	COMMUNICATION and EXPRESSION - Language Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.1.4.	Social Rules of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.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	OT.II.1.4.1.1.	<p>Ask "why" questions to gain information.</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  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?"</p>

GRADE LEVEL EXPECTATION	OT.II.1.4.1.2.	<p>Use pauses and simple prompts to maintain a conversation.</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: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
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		<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>
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STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Print Concepts
EXPECTATION	OT.II.2.1.1.1.	<p>Demonstrate that print represents words (e.g., pretend to read text)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 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>

STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonological Awareness
EXPECTATION	OT.II.2.1.1.2.	<p>Notice sounds that are the same and different.</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>

EXPECTATION	OT.II.2.1.1.3.	<p>Fill-in words of familiar songs, stories, or finger plays.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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EXPECTATION	OT.II.2.1.1.4.	<p>Imitate tempo and speed of sound.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p>
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STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Phonics and Word Recognition
EXPECTATION	OT.II.2.1.1.6.	<p>Identify simple, familiar environmental print.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read  2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>

STANDARD / STRAND	VT.OT.II.2.	COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.2.1.	Foundational Reading Skills
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.2.1.1.	Children develop the foundational skills needed for engaging with print, reading and writing.
GRADE LEVEL EXPECTATION		Fluency
EXPECTATION	OT.II.2.1.1.7.	<p>Pretend to read a familiar book.</p> <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: 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</p>

EXPECTATION	OT.II.2.1.1.8.	<p>With modeling and assistance, use pictures to “read” text.</p> <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</p>
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		<p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 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>
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<b>STANDARD / STRAND</b>	<b>VT.OT.II.2.</b>	<b>COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.II.2.2a.</b>	<b>Reading: Engagement with Literature and Informational Text (0-5)</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.II.2.2a.1.</b>	Children develop “book language” and demonstrate comprehension.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.2.2a.1.1.</b>	<p>Provide particular language from a book at appropriate times during shared reading experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.2.2a.1.2.</b>	<p>Request adults to read a book.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>
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<b>STANDARD / STRAND</b>	<b>VT.OT.II.2.</b>	<b>COMMUNICATION and EXPRESSION - Literacy Development (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.II.2.3.</b>	<b>Writing</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.II.2.3.1.</b>	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)
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.2.3.1.1.</b>	<p>Scribbles with more control and sometimes purpose.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <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>

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.2.3.1.2.</b>	<p>Tell others what the scribbles or drawings represent.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
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		<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> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
GRADE LEVEL EXPECTATION	OT.II.2.3.1.3.	<p>Use dictating, scribbles, or drawings to communicate a message.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <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> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.1.	Visual Arts
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.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	OT.II.3.1.1.1.	<p>Create 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
GRADE LEVEL EXPECTATION	OT.II.3.1.1.2.	<p>Create representations of real objects in child-initiated art work (e.g., labels scribbles and shapes “mom”).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <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>
GRADE LEVEL EXPECTATION	OT.II.3.1.1.5.	<p>Communicate preference of one piece of art over another.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p>

		2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms
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<b>STANDARD / STRAND</b>	<b>VT.OT.II.3.</b>	<b>COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.II.3.2.</b>	<b>Music</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.II.3.2.1.</b>	Children engage in making and listening to music as a vehicle for expression and learning.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.2.1.1.</b>	Explore and use rhythm instruments to make music.  <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

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.2.1.2.</b>	Use objects or instruments to experiment with rhythms.  <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
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<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.2.1.3.</b>	Sing and clap during individual or group activities.  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
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<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.2.1.4.</b>	Demonstrate enjoyment in making music through participation and repetition.  <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
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<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.2.1.5.</b>	Make up simple and often nonsense songs.  <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
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		Experiments with vocalizations and different sounds produced by instruments
<b>STANDARD / STRAND</b>	<b>VT.OT.II.3.</b>	<b>COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.II.3.3.</b>	<b>Theatre (Dramatic Play)</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.II.3.3.1.</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.3.1.1.</b>	<p>Participate in pretend play with other children.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.3.1.2.</b>	<p>Recreate familiar everyday scenes and routines using props and costumes.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.3.1.3.</b>	<p>Pretend to be a person or an animal through movement, language, and/or sounds.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 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>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.II.3.3.1.4.</b>	Use random objects to represent other objects during play (e.g., block becomes a cell phone).

		<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
GRADE LEVEL EXPECTATION	OT.II.3.3.1.5.	Link together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping).  <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
GRADE LEVEL EXPECTATION	OT.II.3.3.1.6.	Use pretend play to depict real-life experiences.  <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
STANDARD / STRAND	VT.OT.II.3.	COMMUNICATION and EXPRESSION - Creative Arts and Expression (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.II.3.4.	Dance
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.II.3.4.1.	Children use movement to creatively express their ideas and feelings, and to learn.
GRADE LEVEL EXPECTATION	OT.II.3.4.1.1.	Make up simple dances or patterns of movement.  <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
GRADE LEVEL EXPECTATION	OT.II.3.4.1.2.	Express excitement during movement and dance.

		<u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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GRADE LEVEL EXPECTATION	OT.II.3.4.1.3.	Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music).  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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GRADE LEVEL EXPECTATION	OT.II.3.4.1.4.	Follows simple movements to songs.  <u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities
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STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.1a.	Number Sense, quantity, and Counting: Number Sense and Quantity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.1a.1.	Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
GRADE LEVEL EXPECTATION	OT.III.1.1a.1.1.	Recite numbers to 5 in sequence with few errors.  <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

GRADE LEVEL EXPECTATION	OT.III.1.1a.1.2.	Count up to 5 objects using one number for each object with assistance and support.  <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
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STANDARD / STRAND	VT.OT.III.1.	LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.1.2a.	Number Relationships and Operations: Number Relationships and Operations
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.1.2a.1.	Children increasingly use numbers to describe relationships and to solve mathematical problems.
GRADE LEVEL EXPECTATION	OT.III.1.2a.1.1.	Use mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies).  <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

GRADE LEVEL EXPECTATION	OT.III.1.2a.1.2.	Add more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars).
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		<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)
GRADE LEVEL EXPECTATION	OT.III.1.2a.1.3.	Subtract objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer).  <u>Progress Monitoring Skills</u> 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)
<b>STANDARD / STRAND</b>	<b>VT.OT.III.1.</b>	<b>LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.1.3a.</b>	<b>Measurement, Classification and Data: Measurement, Comparison, Classification, and Time</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.1.3a.1.</b>	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	OT.III.1.3a.1.1.	Sort objects by one attribute (e.g., color).  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.3.	Compare and order a small set of objects.  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size) 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
GRADE LEVEL EXPECTATION	OT.III.1.3a.1.4.	Identify daily routines and what comes next.  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals 2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult



		support follows simple classroom, school and community rules/routines 2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
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<b>STANDARD / STRAND</b>	<b>VT.OT.III.1.</b>	<b>LEARNING ABOUT THE WORLD - Mathematics (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.1.4a.</b>	<b>Geometry and Spatial Reasoning: Geometry and Spatial Sense</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.1.4a.1.</b>	Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.1.4a.1.1.</b>	Follow simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between).  <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.

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.1.4a.1.6.</b>	Complete 9-12 piece non-connecting puzzles by matching pictures or shapes.  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
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<b>STANDARD / STRAND</b>	<b>VT.OT.III.2.</b>	<b>LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.2.1.</b>	<b>Physical Sciences</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.2.1.1.</b>	Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.1.1.1.</b>	Use objects in more than one way (e.g., use a bucket as a stool).  <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

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.1.1.3.</b>	Use basic words to describe speed of motion (e.g., "My car go fast.").  <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: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, swirl)
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		2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
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GRADE LEVEL EXPECTATION	OT.III.2.1.1.4.	Ask questions about motion and sound (e.g., Why?).  <u>Progress Monitoring Skills</u> 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Uses basic words to describe motion and speed (fast, slow, spin, twirl) 2 Year Olds: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Explores motion and speed in play
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STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.2.	Life Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.III.2.2.1.	Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.
GRADE LEVEL EXPECTATION	OT.III.2.2.1.2.	Name basic body parts and point to more complex body parts (e.g., foot, knees).  <u>Progress Monitoring Skills</u> 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs

STANDARD / STRAND	VT.OT.III.2.	LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.2.3.	Earth and Space Sciences
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.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	OT.III.2.3.1.1.	Explore properties of water, soil, rocks and sand independently.  <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

GRADE LEVEL EXPECTATION	OT.III.2.3.1.2.	Observe and discuss weather using basic terms (e.g., sunny, rainy).  <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Observes and discusses the weather
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GRADE LEVEL EXPECTATION	OT.III.2.3.1.3.	Name the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds).  <u>Progress Monitoring Skills</u> 2 Year Olds: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Notices objects in the sky during daytime and nighttime (sun, moon, stars, clouds)
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<b>STANDARD / STRAND</b>	<b>VT.OT.III.2.</b>	<b>LEARNING ABOUT THE WORLD - Science (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.2.4.</b>	<b>Engineering Design</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.2.4.1.</b>	Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.4.1.1.</b>	<p>Use two toys together purposefully (e.g., use toy wrench to fix toy car).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas  2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.4.1.2.</b>	<p>Experiment with everyday objects in novel ways.</p> <p><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</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.4.1.5.</b>	<p>Makes observations, experiments, and adjusts actions to gather information needed to solve physical problems.</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  2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.2.4.1.6.</b>	<p>Use simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)</p>
<b>STANDARD / STRAND</b>	<b>VT.OT.III.3.</b>	<b>LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.3.1.</b>	<b>Inquiry</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.3.1.1.</b>	Children make sense of the world around them by actively gathering and interpreting information.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.1.1.2.</b>	Seek information through observation, exploration, and investigation.

		<p><b>Progress Monitoring Skills</b></p> <p>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</p> <p>2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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<b>STANDARD / STRAND</b>	<b>VT.OT.III.3.</b>	<b>LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.3.2.</b>	<b>Family and Community; Civics, Government &amp; Society</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.3.2.1.</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.2.1.1.</b>	<p>Demonstrate ability to point out and name family members and caregivers.</p> <p><b>Progress Monitoring Skills</b></p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>

<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.2.1.2.</b>	<p>Respond accurately when asked for first and last name.</p> <p><b>Progress Monitoring Skills</b></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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GRADE LEVEL EXPECTATION	OT.III.3.2.1.3.	<p>Identify some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations</p>
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GRADE LEVEL EXPECTATION	OT.III.3.2.1.4.	<p>Follow simple rules at home or in the classroom.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals  2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines  2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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GRADE LEVEL EXPECTATION	OT.III.3.2.1.5.	<p>Use play to communicate what they know about their community (e.g., pretend to go to a restaurant).</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
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STANDARD / STRAND	VT.OT.III.3.	LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	OT.III.3.3.	Physical & Cultural Geography
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	OT.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	OT.III.3.3.1.3.	<p>Identify similarities and differences between self and others.</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others  2 Year Olds: 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</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: 16.1 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> <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> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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<b>STANDARD / STRAND</b>	<b>VT.OT.III.3.</b>	<b>LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.3.4.</b>	<b>History</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.3.4.1.</b>	Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.4.1.1.</b>	<p>Demonstrate through imitative play events observed in the past (e.g., going shopping).</p> <p><u>Progress Monitoring Skills</u></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: 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: 10- Engages in a progression of individualized and imaginative play: Progress</p> <p>Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress</p> <p>Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.4.1.2.</b>	<p>Follow routines with simple sequence of events practiced in the past (e.g., wash hands before snack).</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: 14.2 Initiates and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress</p> <p>Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress</p> <p>Monitoring Skill: 40.1 Begins to sequence events and routines</p>

<b>STANDARD / STRAND</b>	<b>VT.OT.III.3.</b>	<b>LEARNING ABOUT THE WORLD - Social Studies (Older Toddlers - By 36 months)</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>	<b>OT.III.3.5.</b>	<b>Economics</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>OT.III.3.5.1.</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.5.1.1.</b>	Use basic concept of trading with others to get a desired object.  <u>Progress Monitoring Skills</u> 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
<b>GRADE LEVEL EXPECTATION</b>	<b>OT.III.3.5.1.2.</b>	Identify occupations familiar people have (e.g., Mommy is a teacher.).  <u>Progress Monitoring Skills</u> 2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.1 Shows an awareness of occupations

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