



Curriculum Alignment with

Washington Early Learning and Development Guidelines

Grade: **Ages 25 to 36 months** - Adopted: **2012**

EALR	WA.1.T.	About me and my family and culture (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	1.T.1.	Family and culture
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.1.1.	<p>Have a relationship with caregivers or family other than the parents or main caregiver.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.1.2.	<p>Show preference for familiar adults and peers.</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.1.3.	<p>Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.1.7.	<p>Enjoy stories, songs and poems about a variety of people and cultures.</p> <p><u>Progress Monitoring Skills</u> 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>
EALR	WA.1.T.	About me and my family and culture (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	1.T.2.	Self-concept
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.1.	<p>Separate from main caregiver when in familiar settings outside the home.</p>

		<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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.3.	Show awareness of being seen by others (such as repeating an action when sees someone is watching). <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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.4.	Show self-confidence; try new things. <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise 2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time 2 Year Olds: 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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.5.	Make choices (such as what clothes to wear) and have favorite books, toys and activities. <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences

CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.6.	<p>Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.2.7.	<p>Name and express many emotions in self, familiar people, pets.</p> <p><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</p>
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EALR	WA.1.T.	About me and my family and culture (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	1.T.3.	Self-management
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.1.	<p>Remember and follow simple routines and rules some of the time.</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>

CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.3.	<p>Have trouble learning new behavior when routines are changed.</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</p>
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		are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.7.	Do things the child has been told not to do. <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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.3.9.	Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions. <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
EALR	WA.1.T.	About me and my family and culture (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	1.T.4.	Learning to learn
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.1.	Actively explore the environment. <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
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.2.	Ask questions. <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?"
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.4.	Insist on some choices. Choose an activity and keep at it for longer periods of time.

		<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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.5.	<p>Want to do favorite activities over and over.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.7.	<p>Invent new ways to use everyday items.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.8.	<p>Enjoy pretend play and creating things.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	1.T.4.9.	<p>Change behavior based on something the child learned before.</p> <p><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</p>

		2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions
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EALR	WA.2.T.	Building relationships (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	2.T.1.	Interactions with adults
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.1.1.	<p>Start interactions and play with adults.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.1.2.	<p>Seek out attention from adults.</p> <p><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</p>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.1.3.	<p>Enjoy turn-taking games with caregivers and may direct adult in his or her role.</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: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
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EALR	WA.2.T.	Building relationships (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	2.T.2.	Social behavior
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.1.	<p>Be excited to see friends and familiar people. Have a preferred playmate.</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</p>

		<p>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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CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.3.	<p>Notice when others are happy or sad and name emotions. ("Mia sad.")</p> <p><u>Progress Monitoring Skills</u></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>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.2.4.	<p>Notice that what the child likes might not be the same as what others like.</p> <p><u>Progress Monitoring Skills</u></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>
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EALR	WA.2.T.	Building relationships (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	2.T.3.	Problem solving, conflict resolution
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.3.1.	<p>Find it hard to wait for a turn. Use adult help to share and take turns.</p> <p><u>Progress Monitoring Skills</u></p> <p>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>

CONTENT STANDARD / PERFORMANCE EXPECTATION	2.T.3.2.	<p>Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and</p>
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		<p>concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>
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EALR	WA.3.T.	Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	3.T.1.	Using the large muscles (gross motor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.1.	<p>Walk and run well, or use a mobility device, if needed. Change speed and direction.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.2.	<p>Climb into and out of bed or onto a steady chair.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.3.	<p>Jump up and down. Squat. Stand on tiptoe.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p>

		Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.4.	<p>Pull toys while walking.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.6.	<p>Kick a ball that is not moving.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.7.	<p>Throw a ball or beanbag. Catch a large, bounced ball against the body.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.1.8.	<p>Enjoy being active. Join in active games, dance, outdoor play and other physical activity.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
EALR	WA.3.T.	Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	3.T.2.	Using the small muscles (fine motor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.1.	<p>Reach, grasp and release with more control.</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:</p>

		<p>3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress</p> <p>Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress</p> <p>Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.2.	<p>Use tools such as spoon, crayon, and toy hammer.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.3.	<p>Use fingers to paint, play with clay, and line up blocks. Stack a few blocks.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 47- Demonstrates problem-solving skills: Progress</p> <p>Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.4.	<p>Grasp small items with thumb and finger.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.2.5.	<p>Nest up to five cups or other items.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
EALR	WA.3.T.	Touching, seeing, hearing and moving around (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	3.T.3.	Using the senses (sensorimotor skills)
CORE CONTENT / CONTENT STANDARD		Children may . . .

CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.1.	<p>Dance or move to music and rhythms.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.2.	<p>Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	3.T.3.3.	<p>Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
EALR	WA.4.T.	Growing up healthy (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	4.T.1.	Daily living skills (personal health and hygiene)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.1.	<p>Want to take care of self.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.2.	Dress and undress completely (except for fasteners), with help. <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
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CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.6.	Wash and dry hands, with only a little help needed. <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
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CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.1.7.	Cooperate with tooth-brushing. <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
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EALR	WA.4.T.	Growing up healthy (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	4.T.2.	Nutrition and health
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.2.1.	Feed self with a spoon, without help. <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

CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.2.2.	Feed self a sandwich, taking bites. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers
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CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.2.3.	Recognize and eat a variety of healthy foods. Choose among food options. <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty
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CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.2.4.	Name five or six of own body parts. <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
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EALR	WA.4.T.	Growing up healthy (Toddlers 16 to 36 Months)
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BIG IDEA / CORE CONTENT	4.T.3.	Safety
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	4.T.3.1.	<p>Recognize safety rules, but not always follow them.</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>
EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.1.	Speaking and listening (language development)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.1.	<p>Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, and reach, open.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.2.	<p>Touch correct body parts in songs or games where you identify parts of the body.</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: 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: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.3.	<p>Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.</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>

CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.4.	<p>Enjoy learning new words.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions 2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.8.	<p>Use three- or four-word sentences with a noun and verb.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.11.	<p>Ask and answer simple questions, as appropriate for the culture.</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: 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: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.13.	<p>Begin to follow grammatical rules, though not always correctly.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.15.	<p>Recount an event, with help. Communicate about recent activities.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.16.	<p>Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language. Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.</p> <p><u>Progress Monitoring Skills</u></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> <p>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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.17.	<p>Take turns in longer conversations.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.18.	<p>Use gestures or phrases to show respect for others, though need adult prompts sometimes.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4</p>

		<p>Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <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>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.1.19.	<p>Enjoy making animal sounds to represent familiar animals.</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: 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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EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.2.	Reading
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.1.	<p>Enjoy reciting phrases from familiar rhymes, stories and finger plays. Say the last word of a familiar rhyme to complete it.</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>

CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.2.	<p>Join in rhyming games and songs with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.3.	<p>Sing songs with or recite letters of the alphabet.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.4.	<p>Begin to understand that print represents words (for example, pretend to read text).</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: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.5.	<p>Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.7.	<p>Recite familiar words in a book when read to.</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 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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.10.	<p>Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.2.11.	<p>Ask to be read to, or for storytelling. Request a favorite book or story many times.</p> <p><u>Progress Monitoring Skills</u></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
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EALR	WA.5.T.	Communicating (literacy) (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	5.T.3.	Writing
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.1.	<p>Label pictures using scribble writing or ask an adult to label the pictures.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.2.	<p>Use symbols or pictures to represent oral language and ideas.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.3.	<p>Scribble and make marks on paper, and tell others what the scribble means.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes increasingly more controlled scribbles, marks and drawings to convey ideas, actions or objects</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.4.	<p>Draw horizontal and vertical lines.</p> <p><u>Progress Monitoring Skills</u> 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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	5.T.3.5.	<p>Use a variety of writing tools (pencil, marker, paint brush).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</p>

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
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EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.1.	Knowledge (cognition)
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.2.	<p>Know that playing with certain desirable or forbidden things will get adults' attention.</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.4.	<p>Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.5.	<p>Connect objects with actions (such as a broom for sweeping).</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.6.	<p>Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.7.	<p>Explore and use trial and error to solve problems.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.8.	<p>Imitate how others solve problems.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.10.	<p>Show recall of people and events, such as by clapping hands when told that a favorite person will visit.</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.11.	<p>Recall and follow the order of routines, such as washing and drying hands before eating.</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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.1.12.	<p>Play make-believe with props, such as dolls or stuffed animals.</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>
EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.2.	Math
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.1.	<p>Count to at least 10 from memory.</p> <p><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</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.2.	<p>Begin counting small groups of items (up to five).</p> <p><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</p>

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.3.	Understand the concepts of “one” and “two,” such as by following directions to take one cracker. <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.4.	Recognize and name a few numerals. <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
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.5.	Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less. <u>Progress Monitoring Skills</u> 2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.7.	Match simple flat shapes (circles, squares, and triangles). <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.8.	Identify two geometric shapes, such as a circle and a square. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together 2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.2.9.	Follow simple directions for position, such as up, down, in, on. <u>Progress Monitoring Skills</u> 2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games
EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.3.	Science
CORE CONTENT / CONTENT STANDARD		Children may . . .

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.2.	<p>Explore nature using the senses, such as looking at and feeling different leaves.</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands) 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.4.	<p>Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.5.	<p>Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.</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>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.6.	<p>Explore the parts of living things, such as the petals on a flower.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.7.	<p>Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 33- Demonstrates knowledge related to living things</p>

		and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals
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CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.3.8.	Identify weather, such as sun, rain, snow. <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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EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.4.	Social Studies
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.4.1.	Eager for recurring events (“After lunch, I will hear a story”). <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

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.4.2.	Connect new experiences to past experiences. <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
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EALR	WA.6.T.	Learning about my world (Toddlers 16 to 36 Months)
BIG IDEA / CORE CONTENT	6.T.5.	Arts
CORE CONTENT / CONTENT STANDARD		Children may . . .
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.1.	Use a variety of materials to express self, such as paint, crayons and musical instruments. <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages. 2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self 2 Year Olds: 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

CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.2.	<p>Sing and make up simple songs and/or music with instruments.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes 2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.3.	<p>Explore various ways of moving the body with and without music.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.4.	<p>Imitate movement after watching others perform games or dance.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	6.T.5.5.	<p>Act out familiar stories or events.</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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