



Curriculum Alignment with

Wisconsin Model Early Language Standards

Grade: **Ages 25 to 36 months** - Adopted: **2013/updated 2017**

DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.A.EL.	PHYSICAL HEALTH AND DEVELOPMENT – Developmental Expectation: Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1a.	<p>Demonstrates behaviors to meet self-help and physical needs. (Sleep)</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>
DESCRIPTOR / FOCUS AREA	A.EL.1b.	<p>Demonstrates behaviors to meet self-help and physical needs. (Dressing)</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>
DESCRIPTOR / FOCUS AREA	A.EL.1c.	<p>Demonstrates behaviors to meet self-help and physical needs. (Toileting)</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>
DESCRIPTOR / FOCUS AREA	A.EL.1d.	<p>Demonstrates behaviors to meet self-help and physical needs. (Eating)</p> <p><u>Progress Monitoring Skills</u></p>

		<p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</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>
DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Demonstrates behaviors to meet safety needs.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Demonstrates a healthy life style.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods</p> <p>2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty</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: 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>
DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT

CONTENT STANDARD	I.B.EL.	MOTOR DEVELOPMENT – Developmental Expectation: Children in Wisconsin will develop and refine their use of small and gross motor skills.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1a.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Purpose and Coordination)</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 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 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>
DESCRIPTOR / FOCUS AREA	B.EL.1b.	<p>Moves with strength, control, balance, coordination, locomotion, and endurance. (Balance and Strength)</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 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 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>

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Exhibits eye-hand coordination, strength, control, and object manipulation.</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 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance 2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers 2 Year Olds: 06- Demonstrates fine motor skills: Progress 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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DOMAIN	WI.B-60.I.	HEALTH AND PHYSICAL DEVELOPMENT
CONTENT STANDARD	I.C.EL.	SENSORY ORGANIZATION – Developmental Expectation: Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Uses senses to take in, experience, integrate, and regulate responses to the environment.</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 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>

DOMAIN	WI.B-60.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.A.EL.	EMOTIONAL DEVELOPMENT – Developmental Expectation: Children in Wisconsin will demonstrate emotional competence and self regulation.

PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	Expresses a wide range of emotions. <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

DESCRIPTOR / FOCUS AREA	A.EL.2.	Understands and responds to others' emotions. <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
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DOMAIN	WI.B-60.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
CONTENT STANDARD	II.B.EL.	SELF-CONCEPT – Developmental Expectation: Children in Wisconsin will have a personal sense of well being.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1.	Develops positive self-esteem. <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

DESCRIPTOR / FOCUS AREA	B.EL.2.	Demonstrates self-awareness. <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
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DOMAIN	WI.B-60.II.	SOCIAL AND EMOTIONAL DEVELOPMENT
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CONTENT STANDARD	II.C.EL.	SOCIAL COMPETENCE – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Demonstrates attachment, trust, and autonomy.</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 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>
DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Engages in social interaction and plays with others.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
DESCRIPTOR / FOCUS AREA	C.EL.3.	<p>Demonstrates understanding of rules and social expectations.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and</p>

		<p>imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</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> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>
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DESCRIPTOR / FOCUS AREA	C.EL.4.	<p>Engages in social problem solving behavior and learns to resolve conflict.</p> <p><u>Progress Monitoring Skills</u></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>
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DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.A.EL.	LISTENING AND UNDERSTANDING – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through listening and understanding.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	<p>Derives meaning through listening to communications of others and sounds in the environment.</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: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		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
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DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Listens and responds to communications with others.</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: 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: 20.4 Can be understood by familiar peers and adults most of the time</p>
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DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Follows directions of increasing complexity.</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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DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.B.EL.	SPEAKING AND COMMUNICATING – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Uses gestures and movements (non-verbal) to communicate.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words 2 Year Olds: 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?"</p>

DESCRIPTOR / FOCUS AREA	B.EL.2a.	Uses vocalizations and spoken language to communicate. (Language Form) (Syntax: rule system for combining words,
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		<p>phrases, and sentences, includes parts of speech, word order, and sentence structure)</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations 2 Year Olds: 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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DESCRIPTOR / FOCUS AREA	B.EL.2b.	<p>Uses vocalizations and spoken language to communicate. (Language Content) (Semantics: rule system for establishing meaning of words, individually and in combination)</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>
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DESCRIPTOR / FOCUS AREA	B.EL.2c.	<p>Uses vocalizations and spoken language to communicate. (Language Function) (Pragmatics: rules governing the use of language in context)</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>
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DOMAIN	WI.B-60.III.	LANGUAGE DEVELOPMENT AND COMMUNICATION
CONTENT STANDARD	III.C.EL.	EARLY LITERACY – Developmental Expectation: Children in Wisconsin will form and maintain secure relationships and gain understanding of social systems.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.</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: 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>

DESCRIPTOR / FOCUS AREA	C.EL.3.	<p>Shows appreciation of books and understands how print works.</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:</p>
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		Progress Monitoring Skill: 23.3 Begins to recognize that print and symbols convey meaning (signs on buildings, logos, labels, own name)
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DESCRIPTOR / FOCUS AREA	C.EL.4.	<p>Uses writing to represent thoughts or ideas.</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>
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DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.A.EL.	CURIOSITY, ENGAGEMENT, AND PERSISTENCE – Developmental Expectation: Children in Wisconsin will use curiosity, engagement and persistence to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	<p>Displays curiosity, risk-taking, and willingness to engage in new experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 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>

DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.</p> <p><u>Progress Monitoring Skills</u></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>
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DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Exhibits persistence and flexibility.</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
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DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.B.EL.	CREATIVITY AND IMAGINATION – Developmental Expectation: Children in Wisconsin will convey and interpret meaning through speaking and other forms of communicating.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.</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: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 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: 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>

DESCRIPTOR / FOCUS AREA	B.EL.2.	<p>Expresses self creatively through music, movement, and art.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 41- Participate in dance to express creativity: Progress Monitoring Skill: 41.1 Engages in a variety of individual and group music and movement activities</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to</p>
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		<p>develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Responds to own art and to the art of others and begins to show a preference for art forms</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
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DOMAIN	WI.B-60.IV.	APPROACHES TO LEARNING
CONTENT STANDARD	IV.C.EL.	DIVERSITY IN LEARNING – Developmental Expectation: Children in Wisconsin will engage in diverse approaches to learning that reflect social and cultural contexts such as biology, family history, culture, and individual learning styles.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Experiences a variety of routines, practices, and languages.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Initiatives and participates in the daily routines and classroom rituals</p> <p>2 Year Olds: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.4 Recognizes and with adult support follows simple classroom, school and community rules/routines</p> <p>2 Year Olds: 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> <p>2 Year Olds: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Begins to sequence events and routines</p>

DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Learns within the context of his/her family and culture.</p> <p><u>Progress Monitoring Skills</u></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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DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.A.EL.	EXPLORATION, DISCOVERY, AND PROBLEM SOLVING – Developmental Expectation: Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	A.EL.1.	<p>Uses multi-sensory abilities to process information.</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</p>

		<p>Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress 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 Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>
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DESCRIPTOR / FOCUS AREA	A.EL.2.	<p>Understands new meanings as memory increases.</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> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p>
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DESCRIPTOR / FOCUS AREA	A.EL.3.	<p>Applies problem solving skills.</p> <p><u>Progress Monitoring Skills</u></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>
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DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.1.	<p>Demonstrates an understanding of numbers and counting.</p> <p><u>Progress Monitoring Skills</u></p> <p>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>

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.

PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.2.	Understands number operations and relationships.
LEARNING CONTINUUM		<p>JOHN? SORTING?</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.B.EL.	MATHEMATICAL THINKING – Developmental Expectation: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will use invention, imagination, and play to extend their learning:
DESCRIPTOR / FOCUS AREA	B.EL.3.	<p>Explores, recognizes, and describes, shapes and spatial relationships.</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: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>

DESCRIPTOR / FOCUS AREA	B.EL.4.	<p>Uses the attributes of objects for comparison and patterning.</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>
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DESCRIPTOR / FOCUS AREA	B.EL.5.	<p>Understands the concept of measurement.</p> <p><u>Progress Monitoring Skills</u></p>
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		2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height
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DOMAIN	WI.B-60.V.	COGNITION AND GENERAL KNOWLEDGE
CONTENT STANDARD	V.C.EL.	SCIENTIFIC THINKING – Developmental Expectation: Children in Wisconsin will understand and use scientific tools and skills to extend their learning.
PERFORMANCE STANDARD / LEARNING PRIORITY		Performance Standard – During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:
DESCRIPTOR / FOCUS AREA	C.EL.1.	<p>Uses observation to gather information.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>

DESCRIPTOR / FOCUS AREA	C.EL.2.	<p>Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation.</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment 2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas</p>
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DESCRIPTOR / FOCUS AREA	C.EL.3.	<p>Hypothesizes and makes predictions.</p> <p><u>Progress Monitoring Skills</u> 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>
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