



# Curriculum Alignment with

## Wyoming Early Learning Guidelines and Foundations

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

CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.18-24.1.2	<p>Responds to action words by performing the action—waves when caregiver says, “Wave bye bye”; dances when caregiver says, “Let’s dance to the music”</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>
EXPECTATION	1.COM.18-24.1.3	<p>Enjoys learning new vocabulary and new concepts. Identifies some people, objects, and actions by name</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>
EXPECTATION	1.COM.18-24.1.4	<p>Responds to questions such as “What is she doing?” or “What do you want for a snack?”</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers            2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.
EXPECTATION	1.COM.18-24.2.1	<p>Needs are met by asking for objects by name</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            2 Year Olds: 19- Uses nonverbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication            2 Year Olds: 39- Demonstrate an awareness of economics in his/her community: Progress Monitoring Skill: 39.3 Initiates increasingly complex interactions to get wants and needs met</p>

EXPECTATION	1.COM.18-24.2.2	<p>Puts words together to make 2–3 word simple sentences</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  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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EXPECTATION	1.COM.18-24.2.4	<p>Uses 2–3 words to talk to self or others about things they are working on, things they are doing and events of the day</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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EXPECTATION	1.COM.18-24.2.5	<p>Learns and says new words building toward a base of 50 words</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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CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	1.COM.18-24.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their literacy abilities.
EXPECTATION	1.COM.18-24.3.1	<p>Listens to short and simple stories. Looks at and names pictures in a book</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p>

EXPECTATION	1.COM.18-24.3.5	<p>Scribbles purposefully and will tell others what they mean and makes vertical and horizontal lines</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>
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CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS

GRADE LEVEL EXAMPLE	1.COM.24-36.1.	LANGUAGE COMPREHENSION: Language that children are able to understand or comprehend.
EXPECTATION	1.COM.24-36.1.1	Learns new words quickly  <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
EXPECTATION	1.COM.24-36.1.3	Follows multi-step daily routines when prompted  <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
EXPECTATION	1.COM.24-36.1.4	Responds to questions  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	1.COM.24-36.2.	LANGUAGE EXPRESSION: Language that children are able to say or produce on their own.
EXPECTATION	1.COM.24-36.2.1	Vocalizes familiar words when read or sung to  <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
EXPECTATION	1.COM.24-36.2.2	Recites phrases from familiar rhymes and songs or fills in the missing word  <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
EXPECTATION	1.COM.24-36.2.3	<p>Tries to initiate conversations with others about objects, people</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: 20.5 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>
EXPECTATION	1.COM.24-36.2.4	<p>Uses sound effects in play</p> <p><u>Progress Monitoring Skills</u></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: 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>
EXPECTATION	1.COM.24-36.2.6	<p>Asks simple questions—What? Where? Why?</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
CONTENT STANDARD	WY.1.COM.	COMMUNICATION: Language & Literacy
BENCHMARK	1.COM.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	1.COM.24-36.3.	LITERACY: The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their literacy abilities.

EXPECTATION	1.COM.24-36.3.1	<p>Begins to identify common sounds that he hears in the environment—animal sounds, car horns, etc.</p> <p><u>Progress Monitoring Skills</u>  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>
EXPECTATION	1.COM.24-36.3.2	<p>Imitates speed and tempo of sounds—talks fast and slow, claps hands fast and slow</p> <p><u>Progress Monitoring Skills</u>  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>
EXPECTATION	1.COM.24-36.3.3	<p>Recognizes signs and symbols in the everyday environment</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>
EXPECTATION	1.COM.24-36.3.4	<p>Holds book right side up and turns pages one at a time</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>
EXPECTATION	1.COM.24-36.3.6	<p>Imitates adult's writing motions through scribbling</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>
EXPECTATION	1.COM.24-36.3.7	<p>Participates in rhyming games and notices sounds that are the same and different</p> <p><u>Progress Monitoring Skills</u></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
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<b>CONTENT STANDARD</b>	<b>WY.2.SED.</b>	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
<b>BENCHMARK</b>	<b>2.SED.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>2.SED.18-24.1.</b>	<b>DEVELOPING A SENSE OF SELF: Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.</b>
<b>EXPECTATION</b>	<b>2.SED.18-24.1.1.</b>	Expresses thoughts and feelings by saying “no” as a way of showing independence  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>EXPECTATION</b>	<b>2.SED.18-24.1.2.</b>	Prefers certain toys, games, activities, comfort objects, and clothing  <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
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<b>EXPECTATION</b>	<b>2.SED.18-24.1.3.</b>	Needs adult help to take turns or to share toys  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports 2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play 2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play 2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
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<b>CONTENT STANDARD</b>	<b>WY.2.SED.</b>	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
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<b>BENCHMARK</b>	<b>2.SED.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>2.SED.18-24.2.</b>	<b>SOCIAL INTERACTIONS &amp; FEELINGS:</b> Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.
<b>EXPECTATION</b>	<b>2.SED.18-24.2.1.</b>	<p>Initiates simple social interactions with peers</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>

<b>CONTENT STANDARD</b>	<b>WY.2.SED.</b>	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
<b>BENCHMARK</b>	<b>2.SED.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>2.SED.18-24.2.</b>	<b>SOCIAL INTERACTIONS &amp; FEELINGS:</b> Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.
<b>EXPECTATION</b>	<b>2.SED.18-24.2.4.</b>	<p>Responds to others' verbal, physical, and facial expressions of emotion</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: 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>
<b>EXPECTATION</b>	<b>2.SED.18-24.2.5.</b>	<p>Calms self after excitement or frustration with familiar comfort items and reminders</p> <p><u>Progress Monitoring Skills</u></p>



		2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions
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<b>CONTENT STANDARD</b>	<b>WY.2.SED.</b>	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
<b>BENCHMARK</b>	<b>2.SED.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>2.SED.24-36.1.</b>	<b>DEVELOPING A SENSE OF SELF:</b> Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings, and ability to influence the world around them.
<b>EXPECTATION</b>	<b>2.SED.24-36.1.1.</b>	<p>Recognizes own identity—"Do it myself", "me big boy", or using own name</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p>

<b>EXPECTATION</b>	<b>2.SED.24-36.1.2.</b>	<p>Begins to recognize family members, roles, and names</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>
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<b>EXPECTATION</b>	<b>2.SED.24-36.1.3.</b>	<p>Demonstrates a growing sense of competence and confidence in own abilities</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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<b>EXPECTATION</b>	<b>2.SED.24-36.1.4.</b>	<p>Indicates likes and dislikes such as with food, playmates, activities</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>
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<b>EXPECTATION</b>	<b>2.SED.24-36.1.5.</b>	<p>Makes comparisons between self and others</p> <p><u>Progress Monitoring Skills</u></p>
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		<p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
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<b>CONTENT STANDARD</b>	<b>WY.2.SED.</b>	<b>SENSE OF SELF &amp; RELATIONSHIPS: Social &amp; Emotional Development</b>
<b>BENCHMARK</b>	<b>2.SED.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>2.SED.24-36.2.</b>	<b>SOCIAL INTERACTIONS &amp; FEELINGS:</b> Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play with others. They learn to express their wants, needs, and emotions. As they grow and develop, they gain control over some of their feelings and learn new ways to express them.
<b>EXPECTATION</b>	<b>2.SED.24-36.2.2.</b>	<p>Uses words, signs, or gestures to communicate emotions such as frustration, anger, sadness, and love</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
<b>EXPECTATION</b>	<b>2.SED.24-36.2.3.</b>	<p>Stays occupied in a self-chosen activity for a short period of time</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress 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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EXPECTATION	2.SED.24-36.2.4.	<p>Includes others in play. Play begins to include imitating familiar people, activities, or animals—pretending to be a kitty, drive a truck, or cook soup</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: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <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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CONTENT STANDARD	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	3.AL.18-24.1.	EXPLORATION AND DISCOVERY: Experiencing things, developing curiosity, and inquiring about the world.
EXPECTATION	3.AL.18-24.1.2.	<p>Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress 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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<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.18-24.2.</b>	<b>PROBLEM SOLVING AND CREATIVE EXPRESSION:</b> Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
<b>EXPECTATION</b>	<b>3.AL.18-24.2.1.</b>	<b>Begins to solve simple problems:</b>
<b>EXPECTATION</b>	<b>3.AL.18-24.2.1.1.</b>	<p>Tries to climb to reach a desired object</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>

<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.18-24.2.</b>	<b>PROBLEM SOLVING AND CREATIVE EXPRESSION:</b> Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
<b>EXPECTATION</b>	<b>3.AL.18-24.2.2.</b>	<p>Uses active exploration and trial and error to figure out how things work</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>

<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.18-24.2.</b>	<b>PROBLEM SOLVING AND CREATIVE EXPRESSION:</b> Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
<b>EXPECTATION</b>	<b>3.AL.18-24.2.3.</b>	<b>Engages in imaginative play using props:</b>
<b>EXPECTATION</b>	<b>3.AL.18-24.2.3.1.</b>	<p>Pretends to eat, sleep, drink</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>

<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
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<b>BENCHMARK</b>	<b>3.AL.18-24.</b>	<b>18 TO 24 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.18-24.3.</b>	<b>CONCEPT DEVELOPMENT AND MEMORY:</b> Understanding cause and effect and the permanence of things. Developing memory skills.
<b>EXPECTATION</b>	<b>3.AL.18-24.3.3.</b>	Shows some understanding of daily time sequence—time for nap, lunch, outdoor play  <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
<b>EXPECTATION</b>	<b>3.AL.18-24.3.4.</b>	Tries to put large single puzzle pieces into the matching space  <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
<b>EXPECTATION</b>	<b>3.AL.18-24.3.5.</b>	In play imitates the use of most everyday objects  <u>Progress Monitoring Skills</u> 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
<b>EXPECTATION</b>	<b>3.AL.18-24.3.6.</b>	Stays with the same self-chosen activity on occasion  <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
<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.24-36.1.</b>	<b>EXPLORATION AND DISCOVERY:</b> Experiencing things, developing curiosity, and inquiring about the world.

EXPECTATION	3.AL.24-36.1.1.	<p>Tries new activities, materials and equipment—different or unfamiliar art materials or new musical instruments</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	3.AL.24-36.1.3.	<p>Takes time to investigate and complains if interrupted</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
EXPECTATION	3.AL.24-36.1.4.	<p>Tries to make objects move or work—opening a container or using a faucet</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	WY.3.AL.	CURIOUS MINDS: Cognitive Skills, General Knowledge & Approaches to Learning
BENCHMARK	3.AL.24-36.	24 TO 36 MONTHS
GRADE LEVEL EXAMPLE	3.AL.24-36.2.	PROBLEM SOLVING AND CREATIVE EXPRESSION: Developing the ability to find a solution to a simple problem and learning to be creative in self-expression.
EXPECTATION	3.AL.24-36.2.1.	<p>Matches simple shapes using foam boards or puzzles—circles, squares, triangle</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: 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: 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>
EXPECTATION	3.AL.24-36.2.2.	<p>Classifies, labels, sorts objects by characteristics—size, color, shape</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the</p>

		<p>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>
EXPECTATION	3.AL.24-36.2.3.	<p>Can use words when asked, "What happened?"</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>
EXPECTATION	3.AL.24-36.2.4.	<p>During pretend play, uses objects for other than their intended purpose, such as using a small block for a cell phone</p> <p><u>Progress Monitoring Skills</u></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>
EXPECTATION	3.AL.24-36.2.5.	<p>Plays house, plays store</p> <p><u>Progress Monitoring Skills</u></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: 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>
EXPECTATION	3.AL.24-36.2.6.	<p>Expresses self creatively through singing, dancing, drawing</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <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: 43- Uses his/her voice, instruments and objects to</p>



		musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments
<b>CONTENT STANDARD</b>	<b>WY.3.AL.</b>	<b>CURIOUS MINDS: Cognitive Skills, General Knowledge &amp; Approaches to Learning</b>
<b>BENCHMARK</b>	<b>3.AL.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>3.AL.24-36.3.</b>	<b>CONCEPT DEVELOPMENT AND MEMORY: Understanding cause and effect and the permanence of things. Developing memory skills.</b>
<b>EXPECTATION</b>	<b>3.AL.24-36.3.1.</b>	<p>Engages in make believe play, acting out simple dramatic play themes with others—playing store, house, animal hospital</p> <p><u>Progress Monitoring Skills</u></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: 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>
<b>EXPECTATION</b>	<b>3.AL.24-36.3.2.</b>	<p>Enjoys simple sorting activities, such as sorting mixed up pairs of mittens, animals go in this box and cars go in that box</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>
<b>EXPECTATION</b>	<b>3.AL.24-36.3.3.</b>	<p>Uses some number words during play or activity—"I want two"</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: 25.1 Subitizes up to two objects</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> <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>
<b>EXPECTATION</b>	<b>3.AL.24-36.3.4.</b>	<p>Imitates counting rhymes—"One, Two, Buckle My Shoe", "Five Little Monkeys"</p> <p><u>Progress Monitoring Skills</u></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
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EXPECTATION	3.AL.24-36.3.5.	Remembers past events that happened and were meaningful such as own birthday, getting shots, going to the doctor  <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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EXPECTATION	3.AL.24-36.3.7.	Can put/stack a series of 2–4 nesting cups or blocks in order  <u>Progress Monitoring Skills</u> 2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)
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CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.18-24.1.	GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
EXPECTATION	4.PHD.18-24.1.2.	Walks and runs with increasing control  <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: 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

EXPECTATION	4.PHD.18-24.1.3.	Squats to pick up a toy and stands again  <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: 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
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EXPECTATION	4.PHD.18-24.1.6.	Enjoys climbing, swinging, sliding, walking up inclines  <u>Progress Monitoring Skills</u> 2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects
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CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.18-24.	18 TO 24 MONTHS

GRADE LEVEL EXAMPLE	4.PHD.18-24.2.	FINE MOTOR: Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.18-24.2.1.	May alternate left and right hands for eating and grasping  <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.

EXPECTATION	4.PHD.18-24.2.2.	Can use a crayon or large paint brush with an overhand grasp (fist) to scribble and imitate marks  <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: 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
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EXPECTATION	4.PHD.18-24.2.3.	Uses both hands to control or manipulate objects—stack blocks, roll a ball  <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: 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
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CONTENT STANDARD	WY.4.PHD.	STRONG & HEALTHY BODIES: Physical Health and Development
BENCHMARK	4.PHD.18-24.	18 TO 24 MONTHS
GRADE LEVEL EXAMPLE	4.PHD.18-24.3.	SELF-HELP: Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
EXPECTATION	4.PHD.18-24.3.1.	Cooperates in dressing and undressing self. Can put on some easy clothing  <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

EXPECTATION	4.PHD.18-24.3.2.	<p>Uses spoon and child-sizes cup</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition:  Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p>
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EXPECTATION	4.PHD.18-24.3.4.	<p>Communicates wanting dry clothes if wet or muddy</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>
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	4.PHD.24-36.1.	GROSS MOTOR: Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.
EXPECTATION	4.PHD.24-36.1.1.	<p>Can jump up and down in place</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>

EXPECTATION	4.PHD.24-36.1.2.	<p>Climbs on jungle gym and ladders</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>
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EXPECTATION	4.PHD.24-36.1.3.	<p>Throws a ball using whole body. Catches a ball by trapping it with arms and hands</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>
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EXPECTATION	4.PHD.24-36.1.4.	<p>Has increasing control over body movement and is beginning to change speed and direction when running</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</p>
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		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
EXPECTATION	4.PHD.24-36.1.5.	Plans and completes movements that require a series of steps—climbing a ladder and going down a slide, crawling under a table and backing out  <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
<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	4.PHD.24-36.2.	FINE MOTOR: Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.
EXPECTATION	4.PHD.24-36.2.1.	Holds object with one hand while manipulating it with the other such as twisting a lid off a container  <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.
EXPECTATION	4.PHD.24-36.2.2.	Shows more control of drawing materials  <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
EXPECTATION	4.PHD.24-36.2.3.	Enjoys messy, creative play, such as finger painting, scribbling, gluing, ripping, taping  <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.
EXPECTATION	4.PHD.24-36.2.4.	Uses eyes and hands together with more control, such as with stacking blocks or threading beads with large holes  <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
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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.PHD.24-36.3.</b>	<b>SELF-HELP:</b> Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
<b>EXPECTATION</b>	<b>4.PHD.24-36.3.1.</b>	Continues to progress with self-feeding and uses a spoon or a fork more independently  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.PHD.24-36.3.</b>	<b>SELF-HELP:</b> Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.
<b>EXPECTATION</b>	<b>4.PHD.24-36.3.3.</b>	Continues to work on dressing self:
<b>EXPECTATION</b>	<b>4.PHD.24-36.3.3.1.</b>	Able to put on clothing except for buttoning  <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

<b>EXPECTATION</b>	<b>4.PHD.24-36.3.3.2.</b>	Puts on shoes (does not lace, but can manage Velcro fastening)  <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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<b>EXPECTATION</b>	<b>4.PHD.24-36.3.3.3.</b>	Puts on own jacket and hat  <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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<b>CONTENT STANDARD</b>	<b>WY.4.PHD.</b>	<b>STRONG &amp; HEALTHY BODIES: Physical Health and Development</b>
<b>BENCHMARK</b>	<b>4.PHD.24-36.</b>	<b>24 TO 36 MONTHS</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>4.PHD.24-36.3.</b>	<b>SELF-HELP:</b> Infants and toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.

EXPECTATION	4.PHD.24-36.3.6.	<p>Cooperates/assists with tooth brushing</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>
EXPECTATION	4.PHD.24-36.3.7.	<p>Uses tissue to wipe nose with assistance</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>

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