



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH Illinois Early Learning Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Illinois Early Learning Guidelines

This document aligns the Illinois Early Learning Guidelines for Children Birth to Age 3 [2012] and the Illinois Early Learning and Development Standards, Preschool [2013] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Birth to Three

Self-regulation

Physiological Regulation

Standard: Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.

Birth to 9 months	Begins to demonstrate a pattern in sleep-wake and feeding cycles			
	Signals for needs, e.g., cries when hungry, arches back in discomfort	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Uses sucking to assist in sleeping			
7 months to 18 months	Demonstrates consistent sleeping and feeding times throughout the day			
	Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps			
	Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Increased desire for independence and control	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Uses gestures and symbolic actions to demonstrate feelings and needs, e.g., lays head on caregiver’s lap when tired	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Becomes frustrated and displays regressive behaviors when overstimulated, e.g., temper tantrums	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Communicates needs with one or two words, e.g., says or gestures “milk” for “I want milk”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Begins to have an awareness of bodily functions and begins to demonstrate an interest in toileting, e.g., recognizes a “potty”	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
21 months to 36 months	Calms down in order to sit and read a book with a caregiver	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Uses movement to express an emotion, e.g., jumps up and down when excited, stomps feet when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Recognizes patterns throughout the day, e.g., grabs a pillow and blanket after lunch, when it is nap time	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Communicates needs more thoroughly, e.g., “I am hungry”	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Manages overstimulation in a more organized manner, e.g., disengages, walks away	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Demonstrates a readiness to begin toilet training	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet

Emotional Regulation

Standard: Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.

Birth to 9 months	Signals needs by sounds and movement	Social-Communication	A. Early Social-Communication	3. Engages in vocal exchanges
	Able to use cues to signal overstimulation , e.g., turns head, gaze aversion	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to use self-soothing strategies, e.g., sucks on hands, grasps an object in order to calm self	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
7 months to 18 months	Communicates needs to an adult, e.g., points, shakes head	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Uses caregiver’s facial cues and body language to assist in novel and uncertain situations, e.g., sees a dog for the first time and uses the adult’s smile as a cue to cautiously pat the dog	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses play to sort out feelings and gain control over them, e.g., projects feeling onto an object, grasps a ball and hugs it tightly to chest when excited	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Uses verbal and nonverbal communication to signal the need for their caregiver, e.g., calls by name, crawls into a familiar adult’s lap	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Names some emotions, e.g., “me sad”	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begins to use “private speech” in order to assist in regulating their emotions, e.g., utters “bear, where is bear” to self	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
21 months to 36 months	Communicates wants and needs verbally, e.g. “pick me up”	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Engages in pretend play to manage uncertainty and fear, e.g., plays doctor and gives someone a “shot”	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Seeks caregiver support when feeling overwhelmed by emotion; may reject support as well	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Expresses emotions through the use of play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Holds on to a special object during certain times of the day, e.g., blanket, picture, book, stuffed toy	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Attention Regulation

Standard: Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.

Birth to 9 months	Focuses on objects in the environment during alert states	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Explores environment through senses, e.g., touches and mouths objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focuses attention on novel objects and familiar caregiver(s)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Plays with one object for a few minutes before focusing on a different object	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
7 months to 18 months	Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Maintains more advanced levels of engagement, e.g., repeats actions over and over when enjoying the reaction and result of the experience	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Focuses on one object or activity for a brief period of time, even with other objects close in proximity; still easily distracted	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Shifts attention from adults to peers	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Relies on routines and patterns to maintain an organized state in order to focus	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Works to find solutions to simple problems and/or obstacles, e.g., attempts to climb onto a piece of furniture in order to retrieve a toy	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Works on solving increasingly difficult activities, e.g., attempts to solve a simple, three-piece puzzle	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Remains focused for longer periods of time while engaged in self-initiated play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Attends and stays engaged to often reach a goal, e.g., places all the shapes in the shape sorter	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
21 months to 36 months	Attention expands and stays focused on an activity or object even when distractions are present	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Uses self-talk to extend play, e.g., says “now sleepy” to the baby doll after feeding it a bottle	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Plays independently before moving on to a new activity, e.g., engages in block play, reads a book	Social-Communication	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Wait time increases, e.g., participates in turn-taking activities	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Transitions between what he or she is engaged in and what is happening in the background, e.g., makes a comment in regard to a conversation happening between another child and adult, while engaged in completing a puzzle			

Behavior Regulation

Standard: Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.

Birth to 9 months	Cries when hungry, tired, uncomfortable, or bored	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
	Uses physical movements to disengage from interaction, turns head, averts gaze	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
7 months to 18 months	Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Reads cues and body language of caregiver(s) and familiar others to guide reactions and behaviors in novel and uncertain situations	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Demonstrates frustration, e.g., cries, bites	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Chooses between two options, e.g., "You can have the red ball or the blue ball"	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Completes a forbidden action regardless of referencing a caregiver's reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Communicates “mine” when another child takes a toy away	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Communicates “no” to self when reaching for forbidden objects	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Begins to respond to caregiver’s cues and modifies behavior, e.g., does not touch the forbidden object, once recognizing the caregiver is discouraging the action	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
21 months to 36 months	Increases the use of private speech in everyday play and interactions	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Increasingly reacts appropriately to adults’ facial expressions, tone, and affect, before acting on an impulse	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Identifies situations where he or she needs the caregiver to support in controlling behavior, e.g., holds caregiver’s hand when crossing the street	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Transitions smoothly if is prepared ahead of time	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Checks in with caregiver through nonverbal and verbal communication, e.g., glances, waves, points, says name, asks a question, all without having to be in close proximity	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Demonstrates an awareness of expectations, e.g., approaches and gently touches a baby, waits for brief periods of time when turn-taking	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Social & Emotional Development

Attachment Relationships

Standard: Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.

Birth to 9 months	Establishes, maintains, and disengages eye contact	Social-Communication	A. Early Social-Communication	1. Turns and looks toward person speaking
	Responds to caregiver(s) by smiling and cooing	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Seeks comfort from a familiar caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Imitates familiar adults' gestures and sounds	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Demonstrates preference for familiar adults	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Exhibits separation anxiety , e.g., does not want to be held by another person when being held by primary caregiver	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
7 months to 18 months	Distinguishes between primary caregivers and others	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver’s face for cues on how to respond to an unfamiliar person or new situation	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Uses key adults as a “secure base” when exploring the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Exhibits stranger anxiety and concern in presence of an unknown person or a new situation	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Initiates and maintains interactions with caregiver(s)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
16 months to 24 months	Shows an emotional connection with familiar adults other than the primary caregiver	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Uses imitation and pretend play to make sense of relationships, e.g., uses a toy to “brush” hair, or feeds and rocks a doll	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Plays physically farther away from primary caregiver with increasing confidence; moves closer as needed	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seeks physical closeness when distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Actively seeks emotional responses from caregiver(s) by waving, hugging, and crying	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Uses glances and words to stay connected, without having to be physically near or touching the caregiver	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Communicates thoughts, feelings, and plans to familiar adults	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Seeks adult assistance with challenges	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
	Separates with assistance from attachment figure with minimal anxiety	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Emotional Expression

Standard: Children demonstrate an awareness of and the ability to identify and express emotions.

Birth to 9 months	Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos	Social-Communication	A. Early Social-Communication	2.1 Coos and gurgles
	Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social-Communication	3.1 Vocalizes to another person expressing positive affective state
	Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
7 months 18 months	Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, reaches for a familiar adult when wanting to be carried	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expresses fear by crying or turning toward caregiver(s) for comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Shows anger and frustration, e.g., cries when a toy is taken away	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
16 months to 24 months	Demonstrates anger and frustration through a wide range of physical, vocal, and facial expressions, e.g., temper tantrums	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
	Expresses pride, e.g., smiles, claps, or says, "I did it" after completing a task	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Attempts to use a word to describe feelings to a familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Expresses wonder and delight while exploring the environment and engaging others	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Attempts to use words to describe feelings and names emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Acts out different emotions while engaged in pretend play, e.g., cries when pretending to be sad, jumps up and down for excitement	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begins to express complex emotions such as pride, embarrassment, shame, and guilt	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Engages in play to express emotion, e.g., draws a picture for a caregiver because he or she misses them, hides a “monster” in a box due to a fear	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Relationships with Adults

Standard: Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults

Birth to 9 months	Uses signals to communicate needs, e.g., crying, body language, and facial expressions	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Attempts to engage both unfamiliar and familiar adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engages in social interactions with adults through smiles, coos, and eye contact	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Cautious of unfamiliar adults	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays "peek-a-boo," babbles in response to an adult speaking and repeats this interaction	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
7 months to 18 months	Looks for caregiver's response in uncertain situations	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Uses key adults as a "secure base" when exploring the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses "social referencing" when encountering new experiences, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or unknown object	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Builds emotional connections with other familiar adults, in addition to primary caregiver(s)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seeks adult assistance with challenges but may refuse help and say “no”	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
	Responds to guidance, e.g., places the shape into the shape sorter after caregiver demonstrates how to	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Imitates a familiar adult’s actions, e.g., waves hands around while pretending to talk on the phone after seeing caregiver make those same actions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
21 months to 36 months	Imitates adult roles and activities through pretend play, e.g., goes grocery shopping, or prepares a meal	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Initiates activities that are meaningful in the relationship, e.g., brings over a favorite book to be read together	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Communicates thoughts, feelings, questions, and plans to both familiar and unfamiliar adults	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Demonstrates desire to control or make decisions independent from adults	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences

Self-Concept

Standard: Children develop identity of self.

Birth to 9 months	Demonstrates interest in faces and voices of others	Social-Communication	A. Early Social-Communication	1. Turns and looks toward person speaking
	Explores his or her own hands and feet	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Initiates interactions with others, e.g., imitates actions, plays peek-a-boo	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Begins to display the beginning of joint attention, e.g., points to objects and people	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Demonstrates separation anxiety, e.g., cries when caregiver leaves the room	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7 months to 18 months	Shows awareness of significant people by calling them by name, e.g., "papa"	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Responds with vocalizations or gestures when hears name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Demonstrates interest in looking in mirror	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Uses gestures and some words to express feelings, e.g., "no"	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses social referencing to guide actions and begins to test limits	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Points to and identifies body parts on him or herself, e.g., points to eyes when asked, "Where are your eyes?"	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Demonstrates awareness of self, e.g., touches own nose in the mirror	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Able to express his or her name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Refers to self with gestures and language	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Demonstrates understanding and use of concepts through words such as “mine,” “me,” and “you”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Points to self in images and other types of media	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Frequently tests limits	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Asks for help from familiar adults but may begin to attempt to complete tasks autonomously	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
21 months to 36 months	Names people in his/her family and shares stories about them	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Incorporates roles of family members in play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begins to show an interest in describing physical characteristics, e.g., “I have blue eyes”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrates preferences, e.g., “I want the green cup”	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Communicates feelings, e.g., may say “I’m sad,” or stomps feet when mad	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begins to understand concept of possession, e.g., “yours,” “hers,” “his”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences

Relationship with Peers

Standard: Children demonstrate the desire and develop the ability to engage and interact with other children.

Birth to 9 months	Demonstrates effort to interact and engage, e.g., uses eye contact, coos, smiles	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Observes other children in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows interest in both familiar and unfamiliar peers	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Cries when hearing another child cry	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reaches out to touch another child	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempts to imitate actions, e.g., bangs a toy	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
7 months to 18 months	Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Imitates actions of another child, e.g., rolling a car	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Engages in a simple, reciprocal game such as "pat-a-cake"	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16 months to 24 months	Gestures in order to communicate a desire to play near a peer	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Demonstrates enthusiasm around other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Expresses frustration when another child takes something away from him or her, e.g., a toy	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Begins to engage in simple reciprocal interactions, e.g., rolls a ball back and forth	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Demonstrates a preference for parallel play, e.g., plays next to other children with similar toys with little or no interaction	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Demonstrates a preference toward select peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Becomes frustrated with peers, e.g., yells “no” if a peer tries to interfere in something he or she is engaged in	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Participates in sharing, when prompted	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Communicates with other children in different settings, e.g., talks to a peer during snack time, or hands a peer a book	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begins to engage in more complex play with two or three children	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Empathy

Standard: Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.

Birth to 9 months	Watches and observes adults and other children	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cries when hearing another infant cry	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
	Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
7 months to 18 months	Smiles with intention to draw out a smile from a familiar other	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues on how to respond to an unfamiliar person or new situation	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reacts to a child who is upset by observing or moving physically closer to the child	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begins to have a greater awareness of own emotions, e.g., says or gestures "no" to refuse, squeals and continues to laugh when happy	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Imitates comforting behaviors from caregiver(s), e.g., pats or hugs a child when upset	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Recognizes some of his or her own emotions, e.g., grabs a comfort object when sad	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Demonstrates awareness of different emotions and feelings during play, e.g., rocks a baby doll and whispers “shhh”	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Shares in and communicates simple emotions of others, e.g., “mama sad” , “papa happy”	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
21 months to 36 months	Communicates how other children may be feeling and why, e.g., states that a peer is sad because his or her toy was taken away	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Responds to a child in distress in an attempted manner to make that child feel better, e.g., gives a crying child a hug, uses soothing words, or uses distraction	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Shares in and shows an emotional response for peers’ feelings, e.g., may show concern for a child who is hurt, or smile for a child who is happy and jumping up and down	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

Physical Development & Health

Gross Motor

Standard: Children demonstrate strength, coordination, and controlled use of large muscles.

Birth to 9 months	Lifts head while on tummy	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
	Brings feet to mouth while lying on back	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Rolls from back to stomach and from stomach to back	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Brings both hands to midline, i.e., center of the body	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Begins to gain balance, e.g., sits with and without support	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Scoots body to attempt to move from one point to another	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
7 months to 18 months	Moves from hands and knees to a sitting position	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
	Rocks back and forth on knees	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Crawls from one point to another	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Pulls to a stand using help from furniture or caregiver	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Moves objects with large muscles, e.g., pushes a toy car with legs, rolls a ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Cruises while holding on to furniture, e.g., walks around crib, holding on to railing	Gross Motor	B. Movement and Coordination	3.4 Cruises
	Briefly maintains balance when placed in a non-supported standing position	Gross Motor	B. Movement and Coordination	4.5 Sits balanced using hands for support
	Takes steps independently	Gross Motor	B. Movement and Coordination	3.1 Walks without support
Gets into a standing position without support	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported	
16 months to 24 months	Attempts to climb objects, e.g., furniture, steps, simple climbing structures	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Holds objects or toys while walking, e.g., pulls a car by a string while walking around the room	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Kicks and attempts to catch a ball	Gross Motor	C. Active Play	1.4 Kicks ball
	Rides a toy by using his or her hands or feet	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Stands on one foot with support and maintains balance for a brief period of time	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Jumps forward a few inches; jumps from slightly elevated surface onto the ground	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Walks up and down the stairs by placing both feet on each step	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Throws a ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Walks on tiptoes, walks backward, and runs	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Pedals a tricycle with both feet	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle

Fine Motor

Standard: Children demonstrate the ability to coordinate their small muscles in order to move and control objects.

Birth to 9 months	Opens hands when in a relaxed state			
	Reaches for objects	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Grasps, holds, and shakes objects	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Transfers an object from one hand to the other	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Holds a small object in each hand; bangs them together	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
7 months to 18 months	Picks up objects	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Participates in finger plays, e.g., moves hands to imitate caregiver's hands when singing "Twinkle, Twinkle, Little Star"	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Attempts to fold various types of materials, e.g., paper, baby blanket	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses baby sign to communicate various concepts, e.g., “all done,” “more,” “water”	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Uses simple tools, e.g., scooper to scoop sand or water, crayon for scribbling	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Begins to imitate lines and circles when drawing	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Controls placement of objects in a more effective manner, e.g., stacks blocks in a more orderly fashion	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
21 months to 36 months	Begins to use more complicated hand movements, e.g., uses eating utensils independently, stacks blocks	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Attempts to help with dressing self, e.g., snaps buttons, pulls zipper, puts socks and shoes on	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	Scribbles with intent and begins to draw circles and lines on own	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Uses hand-eye coordination in a more controlled manner, e.g., completes puzzles, strings beads together	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Perceptual

Standard: Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.

Birth to 9 months	Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explores objects through senses, e.g., mouths, touches objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempts to mimic sounds heard in the environment	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Recognizes familiar objects and begins to demonstrate favoritism for certain toys	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
7 months to 18 months	Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Plays with water and sand tables; explores by pouring, digging, and filling	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Enjoys physical play, e.g., wrestling, tickling	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Recognizes situations that need to be approached cautiously, e.g., walks slowly with a cup of water, or with food on a plate	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adjusts approach to environment, e.g., changes volume of voice to adjust to noise level in the environment	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
21 months to 36 months	Imitates familiar adults when coloring; draws lines and/or circles	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Adjusts approach to unknown objects, e.g., presses harder on a lump of clay	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Perceives and acts accordingly when holding a fragile object, both in the actual environment and in play, e.g., walks carefully when holding a pretend tea cup	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Self-Care

Standard: Children demonstrate the desire and ability to participate in and practice self-care routines.

Birth to 9 months	Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Attempts to feed self with a bottle	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
7 months to 18 months	Grasps and drinks from a cup	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Shakes head to demonstrate no; pushes objects away	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Feeds self with foods that he or she can pick up	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Improves ability to calm self, may fall asleep on own	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
16 months to 24 months	Feeds self with assistance	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Starts to indicate needs with gestures or a word, e.g., tugs diaper when wet, says "milk" when thirsty	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Assists in undressing and dressing	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Attempts to brush teeth with support	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Undresses independently but still needs assistance with dressing	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Performs some self-care tasks regularly and mostly independently, e.g., brushes teeth, washes hands, places cup in sink	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Makes choices pertaining to dressing and eating	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Uses nonverbal and/or verbal communication to specify needs	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begins to demonstrate an interest in using the bathroom, e.g., wants to sit on “potty”	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Attempts to put on shoes and socks without help	Adaptive	C. Dressing and Undressing	2.5 Puts on socks
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes

Language Development, Communication & Literacy

Social-Communication

Standard: Children demonstrate the ability to engage with and maintain communication with others.

Birth to 9 months	Uses sounds, cries, facial expressions, and body language to convey needs	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver	Social-Communication	A. Early Social-Communication	2.1 Coos and gurgles
	Smiles and uses other facial expressions to initiate interactions with caregiver	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver	Social-Communication	A. Early Social-Communication	3. Engages in vocal exchanges
7 months to 18 months	Communicates and responds by grunting, nodding, and pointing	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Responds with "yes" or "no," using sounds, words, and/or gestures to answer simple questions	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses facial expressions, vocalizations, and gestures to initiate interactions with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participates in simple back-and-forth communication, using words and/or gestures	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Engages in short back-and-forth interactions with familiar others using verbal and nonverbal communication, e.g., says or signs “more” after each time a caregiver completes an action the child is enjoying	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Initiates and engages in social interaction with simple words and actions	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Connects gestures and/or sounds to comment about a familiar object, e.g., makes a crying sound after the caregiver hugs a baby doll and says, “Hush, baby”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Pays attention to the person communicating for a brief period of time	Social-Communication	A. Early Social-Communication	1. Turns and looks toward person speaking
21 months to 36 months	Demonstrates an understanding of turn-taking in conversations, e.g., asks and answers simple questions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Responds verbally to an adult’s questions or comments	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Begins to make formal requests or responses based on his or her context and culture	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses repetition to maintain the conversation and obtain responses from familiar others	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Communicates related ideas when in interactions with others	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses “w” questions to initiate and expand conversations, e.g., “who,” “what,” “why”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Initiates and engages others using meaningful objects or ideas, e.g., points out his/her artwork or favorite toy to a caregiver to begin conversing	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Receptive Communication

Standard: Children demonstrate the ability to comprehend both verbal and nonverbal communication.

Birth to 9 months	Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Looks or turns toward the familiar person who says his or her name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Responds to gestures, e.g., waves hello after a familiar person waves to him or her	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
7 months to 18 months	Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Follows a one-step, simple request when a gesture is used	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Responds appropriately to familiar words, e.g., hears the words “so big,” and puts arms in air	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Understands approximately 100 words relevant to their experiences and cultural context	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Recognizes and demonstrates understanding of familiar pictures, people, and objects, e.g., says “mama” while pointing to mother	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understands simple commands and questions and can follow two-step requests with the support of gestures and prompting	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Demonstrates understanding of familiar words or phrases by responding appropriately, e.g., sits in chair after hearing it is snack time	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Points to body parts when prompted	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Responds to personal pronouns, e.g., me, her, him	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
21 months to 36 months	Names most objects and people in a familiar environment	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Comprehends compound statements and can follow multi-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Demonstrates understanding of a story by reacting with sounds, facial expressions, and physical movement, e.g., laughing, widening eyes, or clapping	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Understands simple sentences or directions with prepositions, e.g., “Put cup in sink”	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Responds verbally and/or nonverbally to comments or questions while engaged in conversations with both peers and adults	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Expressive Communication

Standard: Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.

Birth to 9 months	Cries to signal hunger, pain, or distress	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social-Communication	3.1 Vocalizes to another person expressing positive affective state
	Uses smiles and other facial expressions to initiate social contact	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Coos and uses physical movements to engage familiar others	Social-Communication	A. Early Social-Communication	2.1 Coos and gurgles
	Babbles and experiments with all types of sounds (two-lip sounds: "p," "b," "m")	Social-Communication	A. Early Social-Communication	2. Produces speech sounds
	Combines different types of babbles	Social-Communication	A. Early Social-Communication	2. Produces speech sounds
	Begins to point to objects in his/her environment	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
7 months to 18 months	Babbles using the sounds of the home language	Social-Communication	A. Early Social-Communication	2. Produces speech sounds
	Creates long, babbled sentences	Social-Communication	A. Early Social-Communication	2. Produces speech sounds
	Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs "more" when eating	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Utters first words; these words are for familiar objects and people, e.g., "mama," "bottle"	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Names a few familiar objects in his/her environment	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Uses one word to convey a message, e.g., "milk" for "I want milk"	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Uses more words than gestures when speaking	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Repeats overheard words	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Has a vocabulary of approximately 80 words	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Begins to use telegraphic speech , consisting of phrases with words left out, e.g., “baby sleep” for “The baby is sleeping”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
21 months to 36 months	Speaks in three-word utterances, e.g., “I want ball”	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Begins to use pronouns and prepositions, e.g., “He took my toy” and “on the table”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Makes mistakes, which signal that he or she is working out complex grammar rules	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
	Uses adjectives in speech, e.g., “blue car”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses simple sentences, e.g., “I want the yellow cup”	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Has a vocabulary of more than 300 words	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

Early Literacy

Standard: Children demonstrate interest in and comprehension of printed materials.

Birth to 9 months	Shows awareness of printed materials, e.g., stares at a picture in a book	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Reaches out to grasp and mouth books	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses multiple senses to explore books, e.g., explores books with different textures	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, grasps objects in hands	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Points or makes sounds while looking at picture books	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Focuses attention while looking at printed materials for brief periods of time	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
7 months to 18 months	Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog	Social-Communication	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Increases ability to focus for longer periods of time on printed materials	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Grasps objects and attempts to scribble, e.g., makes a slight mark with a crayon on a piece of paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Turns the pages of a board book, one by one	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Points to familiar pictures and actions in books	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Repeats familiar words in a book when being read to	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Begins to anticipate what may happen next in a familiar book, e.g., generates sounds and movements and/or uses words for pictures	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Randomly scribbles	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Identifies a favorite book and signals familiar others to read with him or her, e.g., brings the book over, or points and gestures	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
21 months to 36 months	Imitates adult role when engages with printed materials, e.g., pretends to read a book or newspaper to stuffed animals or dolls	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participates in early literacy activities independently, e.g., sits in a reading nook and browses through the pages	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Recites parts of a book from memory	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Scribbles in a more orderly fashion and begins to name what he or she has drawn	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Expresses what happens next when reading a familiar book with a caregiver, e.g., uses gestures, words, and/or sounds	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

Cognitive Development

Concept Development

Standard: Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.

Birth to 9 months	Turns head toward sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begins to focus on objects, sounds, and people	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Actively explores the environment through the five senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempts to repeat an action, e.g., pats the table and tries to pat it again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7 months to 18 months	Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Identifies and indicates objects and people in pictures, e.g., points	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Focuses attention on objects, people, and sounds for increasing amounts of time	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Pretends to use objects in their intended manner, e.g., holds a play phone to ear and engages in a conversation by babbling	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begins to identify and name objects and people	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses an object to represent another during play, e.g., uses block as a phone	Cognitive	C. Conceptual Knowledge	2.2 Uses imaginary props in play
	Begins to identify characteristics of the object, e.g., “red ball”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	With assistance, groups a few objects by similar characteristics, e.g., color, shape, or size	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
21 months to 36 months	Identifies characteristics of objects and people when named, e.g., colors	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Begins to arrange objects in a line, e.g., lines up toy cars, one after the other	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Uses symbolic representation during play, e.g., grabs a hair brush and uses it as a telephone	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Purposefully arranges similar objects, e.g., divides plastic blocks into a red group, a blue group, and a yellow group	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Identifies categories, e.g., able to point out all the animals within a picture even with different types of objects represented	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Memory

Standard: Children demonstrate the ability to acquire, store, recall, and apply past experiences

Birth to 9 months	Turns toward familiar voices, sounds, and/or objects	Social-Communication	A. Early Social-Communication	1. Turns and looks toward person speaking
	Anticipates familiar events, e.g., reaches for bottle and brings to mouth	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Finds an object that it is partially hidden	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
7 months to 18 months	Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and dad throughout the day	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16 months to 24 months	Remembers several steps in familiar routines and carries out these routines with little or no prompting	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Recalls an event in the past, e.g., a special visitor, or a friend's birthday party	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Searches for objects in different places	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Shares with adult what happened in school that day.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Carries out routines independently without being reminded what comes next in the daily routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Uses play to communicate about previous events or experiences, including the sequence of events that took place, e.g., a friend’s birthday party	Cognitive	B. Imitation and Memory	3. Relates past events
	Translates past knowledge to new experiences, e.g., recalls a trip to the dentist, and narrates and acts out each step of the experience on a peer during play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

Spatial Relationships

Standard: Children demonstrate an awareness of how objects and people move and fit in space.

Birth to 9 months	Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Reaches and grasps for objects	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Explores through the use of different senses, e.g., begins to mouth and/or pat objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
7 months to 18 months	Puts objects in a bucket and then dumps them out; repeats this action	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Drops objects such as toys and watches them move	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
16 months to 24 months	Understands words that characterize size, e.g., big, small	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Uses simple trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Recognizes the proper direction of objects, e.g., will turn over an upside-down cup	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Begins to understand simple prepositions, e.g., under, in, behind	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Uses words and gestures to describe size of objects	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes where his or her body is in relation to objects, e.g., squeezing in behind a chair	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Completes simple puzzles with less trial and error, e.g., can match a puzzle piece to its correct slot by identifying the size and shape by simply looking at it.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Actively uses body to change where he or she is in relation to objects, e.g., climbs to sit on the couch	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Symbolic Thought

Standard: Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.

Birth to 9 months	Uses senses to explore objects, e.g., observes, mouths, touches	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Interacts with caregiver(s) and the environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Physically manipulates objects, e.g., twists and turns toys, drops items	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Combines objects in play	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Locates an object that has been partially hidden	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
7 months to 18 months	Demonstrates object permanence , e.g., realizes objects and people still exist, even when they are not physically visible	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, pretends to talk to mama	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Recognizes familiar people and/or objects in photographs	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Pretends one object is really another by using substitution, e.g., a napkin for a baby’s diaper	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Finds objects after they are hidden in close proximity	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Identifies or names his or her drawings, e.g., points to scribble and says, “mama and dada”	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Communicates labels to familiar objects and/or people, e.g., says “dog” when seeing four-legged animals	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
21 months to 36 months	Assigns roles to peers while engaged in imaginary play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Builds in sequencing while engaged in play, e.g., beginning, middle, and end	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Communicates descriptors of people or objects that are not present, e.g., says “My mommy has blue eyes”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Projects feelings and words onto stuffed animals, e.g., “The horse is sad”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Takes on different adult roles during play and uses appropriate mannerisms, e.g., pretends to be the teacher and speaks in a more adult-like voice, while pretending to read a book to students	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Creative Expression

Standard: Children demonstrate the ability to convey ideas and emotions through creative expression.

Birth to 9 months	Actively explores sensory objects in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participates in interactions with caregiver(s), e.g., observes, smiles, coos	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Demonstrates interest in sounds, songs, music, and colors	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Listens and moves to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Manipulates objects, e.g., turns, shakes, bangs	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7 months to 18 months	Enjoys familiar songs and word rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a "conversation" with grandma	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begins to stack large blocks with or without support	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Participates in music activities by performing some accompanying hand movements	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Engages in art activities such as coloring or finger painting	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Imitates basic movements during an activity, e.g., places beanbag on head	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Engages in more intricate pretend play, e.g., uses a toy banana as a phone	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Enjoys using instruments while listening to music	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Builds by using different objects and materials, e.g., lines up cars, stacks small boxes	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Enjoys breaking down what he or she has built, e.g., knocking over a stack of blocks with his or her arm	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Creates artwork; focuses and enjoys the process rather than the final product	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
21 months to 36 months	Selects movements that reflect mood, e.g., jumps up and down when excited	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Identifies and discusses characters that are meaningful to him and her	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Builds increasingly complex structures and expands upon them, e.g., uses smaller blocks to build taller towers, lines up materials and adds other components to create a “road” leading up to the tower	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses imaginary play to cope with fears, e.g., puts monster in a closet	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Plays dress-up and invites caregiver(s) to play along	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Logic & Reasoning

Standard: Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.

Birth to 9 months	Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches, laughs	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Looks for and finds an object that has fallen	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
7 months to 18 months	Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle	Cognitive	C. Interactions with Peers	2.2 Uses imaginary props in play
	Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Repeats actions over and over to cause desired effect, e.g., dumps out a bucket and refills it with objects	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Starts to predict the consequence of simple and familiar actions, e.g., knows that flipping the light switch will either turn on or turn off the light	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Understands functionality of objects, e.g., mop is used to clean the floor	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to understand certain behaviors are related to certain contexts, e.g., behaves differently at childcare than at home	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
21 months to 36 months	Recognizes actions and objects and can generalize meaning, e.g., sees someone opening an umbrella and can attribute that to the fact that it may be raining	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Makes a prediction of what will happen next in a sequence of events	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Applies past experiences to new situations	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Expresses cause and effect in certain situations, e.g., “I fell down and now I have a boo-boo.”	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Quantity & Numbers

Standard: Children demonstrate awareness of quantity, counting, and numeric competencies.

Birth to 9 months	Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
7 months to 18 months	Understands the concept of “more” in regard to food and play; signs or says, “more”	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
	Imitates counting, e.g., climbs stairs and mimics “one, two”	Math	A. Counting	1.2 Recites numbers 1–3
	Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to use number words to label quantities, even though incorrect	Math	A. Counting	1.1 Counts 3 items to determine “How many?”

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Communicates amount of familiar objects, e.g., sees two apples and says, “two”	Math	A. Counting	1. Counts out 3 items
	Uses nonverbal gestures to demonstrate understanding of quantities, e.g., holds up two fingers to express two of something	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Begins to use “one,” “two,” and “three” to identify very small quantities without counting them	Math	A. Counting	1.2 Recites numbers 1–3
	Begins to use descriptive words for people in a more complex fashion, e.g., “he big,” “she baby”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
21 months to 36 months	Understands progressive number order, e.g., recites the number series to ten	Math	A. Counting	2.2 Recites numbers 1–10
	Begins to count objects; may count objects twice and/or skip numbers	Math	A. Counting	1. Counts out 3 items
	Begins to identify quantity comparison, e.g., “Which group has more blocks?”	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Assigns meaning to numbers; understands the concept of a small number or big number, e.g., communicates “wow” when a caregiver shares that he or she is 35 years old	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses descriptive words when communicating about others, e.g., “She ran fast,” “He is short,” “Look how far away I am”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Science Concepts & Exploration

Standard: Children demonstrate a basic awareness of and use scientific concepts.

Birth to 9 months	Observes people and objects in his or her environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Engages in social interactions with familiar adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Actively explores new objects found in the environment, e.g., mouths, pats, grasps	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7 months to 18 months	Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
16 months to 24 months	Shows interest in own body; may know names for certain body parts	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begins simple categorizing, e.g., cats and dogs are animals	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Asks simple questions about nature	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Attempts new tasks during familiar activities, e.g., plays at the water table, and instead of using hands, tries to use head to make the water move	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses motion and sound to represent an observation, e.g., "snake, ssssss!"	Cognitive	E. Scientific Discovery	2.3 Makes observations

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Begins to identify characteristics of animals, e.g., “The dog barks”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identifies various attributes of objects, food, and materials, e.g., color, shapes, size	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Draws on past experience to describe and communicate about observations and experiences, e.g., knows what happens when one blows on a candle, discusses what happens to snow when the temperature is warmer	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Engages in processes to reach an outcome, e.g., mixes three different colors of paint to see what color emerges	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Safety & Well-Being

Standard: Children demonstrate the emerging ability to recognize risky situations and respond accordingly.

Birth to 9 months	Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Actively observes and explores environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Uses physical movements to explore environment, e.g., reaching, sitting, rolling	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7 months to 18 months	Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Actively climbs to reach for wanted objects during play	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Responds to cues from caregiver in uncertain and unsafe situations	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Understands when “no” and “stop” is communicated through either words or gestures	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Responds to warnings and begins to change behavior accordingly, e.g., moves away from the outlet after caregiver communicates “no”	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Seeks comfort when fearful	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitates adults’ actions during play, e.g., tells baby doll “no touch” when walking by the pretend stove	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
21 months to 36 months	Pays attention to safety rules but still needs supervision to keep self safe	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Communicates to an adult if something is wrong, e.g., a peer is hurt or missing	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Remembers and begins to apply past experiences to future situations, e.g., walks carefully and slowly when there is snow on the ground	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Reminds younger peers of rules, e.g., holds hands with a younger peer while walking outside	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

Approaches to Learning

Curiosity & Initiative

Standard: Children demonstrate interest and eagerness in learning about their world

Birth to 9 months	Observes the environment and people; tracks a toy as it moves from one point to another	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Actively explores new objects found in the environment, e.g., touches, pats, and mouths	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Participates in joint attention with caregiver(s), e.g., focuses on the same object	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
7 months to 18 months	Demonstrates an interest in new objects by manipulating and turning the object	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Uses familiar objects in new ways, e.g., places a toy basket on head	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Moves toward a new activity by crawling or walking	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Demonstrates an interest in new activities and a willingness to try out new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Engages in active exploration in new environments, e.g., walks over to a toy shelf in an unfamiliar home or classroom	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Initiates play with others, e.g., a grandparent, sibling, or teacher	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Experiments with different ways to use materials and objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
21 months to 36 months	Observes other children in play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Enjoys accomplishing simple goals, e.g., completing a puzzle, blowing a bubble	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Asks questions while interacting with others, e.g., “why,” “what,” “how”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Participates in a broader array of experiences, e.g., outdoor jungle gyms, art projects	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Literacy	E. Writing	2. Writes and draws for a variety of purposes

Problem Solving

Standard: Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.

Birth to 9 months	Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
7 months to 18 months	Repeats actions over and over again to figure out how an object works	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Imitates a caregiver’s behavior to accomplish a task, e.g., attempts to turn a doorknob	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Increases ability to recognize and solve problems through active exploration, play, and trial and error, e.g., tries inserting a shape at different angles to make it fit in a sorter	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses objects in the environment to solve problems, e.g., uses a pail to move numerous books to the other side of the room	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses communication to solve problems, e.g., runs out of glue during an art project and gestures to a caregiver for more	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
21 months to 36 months	Asks for help from a caregiver when needed	Social-Communication	A. Early Social-Communication	4.1 Makes requests of others
	Begins to solve problems with less trial and error	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Refuses assistance, e.g., calls for help but then pushes a hand away	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Shows pride when accomplishing a task	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Uses increasingly refined skills while solving problems, e.g., uses own napkin to clean up a spill without asking an adult for help	Social-Emotional	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Confidence & Risk-Taking

Standard: Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.

Birth to 9 months	Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
	Explores new objects with eagerness, e.g., squeals and/or squeezes a toy	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7 months to 18 months	Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Becomes more intentional and confident when	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people,
	Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 months to 24 months	Plays and explores farther away from attachment figure; continues to “check in” for reassurance, e.g., plays across the room and glances toward caregiver, then re-engages in playing	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Seeks out assistance and reassurance from familiar others	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrates confidence in abilities and achievements, e.g., cheers or claps when accomplishing a goal such as completing a simple puzzle	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Joins in a new activity after cautiously observing at first	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Attempts to independently resolve social conflicts without automatically running to the caregiver, e.g., tries to retrieve an object that was taken away by a peer	Social-Emotional	D. Independent and Group Participation 4.2 Claims and defends possessions
	Demonstrates eagerness and determination when problem-solving during new tasks, e.g., the child who pushes the caregiver's hand away and refuses help until he or she is ready to ask for it	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities

Persistence, Effort, & Attentiveness

Standard: Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.

Birth to 9 months	Establishes and sustains eye contact with caregiver(s)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Focuses attention on sounds, people, and objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeats interesting actions over and over	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet	Social-Communication	A. Early Social-Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
7 months to 18 months	Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Repeats activities over and over, e.g., successfully inserts all the shape sorter's pieces, dumps them out, and starts again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Begins to attempt assisting in self-help activities, e.g., feeding, grooming	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Demonstrates preferences, e.g., gestures to the bean bag and says "no" when presented with something else	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
16 months to 24 months	Focuses for longer periods of time on activities	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Engages for longer periods of time when trying to work through tasks, e.g., fits puzzle pieces together	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Repeats experiences he or she enjoys, e.g., says "more" after reading his or her favorite book	Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
	Demonstrates preferences for activities, e.g., reads with a caregiver, plays at the sand table, prefers to sit by certain caregivers	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences

IL Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
21 months to 36 months	Makes choices based on preferences, and at times, in opposition to adult choices, e.g., “No milk, want juice”	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Attempts to try a difficult task for an increasing amount of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Practices an activity many times in order to master it, even if setbacks occur	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Shows interest in completing routine tasks independently, e.g., zips up coat, puts on shoes	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Creativity, Inventiveness, & Imagination

Standard: Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.

Birth to 9 months	Observes materials, objects, and people with curiosity	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Actively explores new objects found in the environment by touching, patting, and mouthing	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Reaches for objects in close proximity	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
7 months to 18 months	Imitates a peer's actions, e.g., bangs on table with cup	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Uses objects as they're intended to be used, e.g., rolls a toy car	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Begins to use objects in new and unexpected ways, e.g., places a basket on head	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and says, "no, no, no"	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

	IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
16 months to 24 months	Pretends one object is really another by using substitution, e.g., using a toy car to brush hair	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Engages in pretend play with familiar objects and experiences, e.g., places baby doll in stroller and pushes the stroller	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Engages familiar adults in pretend play, e.g., hands the adult a play cup and pretends to pour “tea” into it	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Communicates in creative ways, e.g., plays with words by rhyming, chanting, or making up songs; uses movement and dance	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
21 months to 36 months	Expands use of objects and toys in new and unexpected ways; makes a road out of a few blocks; or substitutes an object for another to solve a problem	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Takes on familiar roles during play, e.g., cooks in the pretend kitchen	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Expresses inventive ideas to peers while playing; becomes directive, e.g., “You will be the police officer and you have to wear this.”	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Creates an art project and creates a simple story to accompany the artwork	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings

Preschool

Language Arts

Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).

Learning Standard 1A: Demonstrate understanding through age-appropriate responses.

1.A.ECa Follow simple one-, two- and three-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
1.A.ECb Respond appropriately to questions from others.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Signals for needs, e.g., cries when hungry, arches back in discomfort	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
1.A.ECc Provide comments relevant to the context.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
1.A.ECd Identify emotions from facial expressions and body language.to assist in sleeping	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Learning Standard 1B: Communicate effectively using language appropriate to the situation and audience.

1.B.ECa Use language for a variety of purposes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
1.B.ECc Continue a conversation through two or more exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 1C: Use language to convey information and ideas.			
1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Learning Standard 1D: Speak using conventions of Standard English.			
1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.	Social-Communication	C. Communicative Expression	All
1.D.ECc Understand and use question words in speaking.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Learning Standard 1E: Use increasingly complex phrases, sentences, and vocabulary.			
1.E.ECa With teacher assistance, begin to use increasingly complex sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.	Cognitive	B. Imitation and Memory	2. Imitates novel words
1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.	Cognitive	B. Imitation and Memory	2. Imitates novel words
1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal 2: Demonstrate understanding and enjoyment of literature.

Learning Standard 2A: Demonstrate interest in stories and books.

2.A.ECa Engage in book-sharing experiences with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
2.A.ECb Look at books independently, pretending to read.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Learning Standard 2B: Recognize key ideas and details in stories.

2.B.ECa With teacher assistance, ask and answer questions about books read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
2.B.ECb With teacher assistance, retell familiar stories with three or more key events.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
2.B.ECc With teacher assistance, identify main character(s) of the story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Learning Standard 2C: Recognize concepts of books.

2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
2.C.ECc With teacher assistance, describe the role of an author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Learning Standard 2D: Establish personal connections with books.

2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Goal 3: Demonstrate interest in and understanding of informational text.

Learning Standard 3A: Recognize key ideas and details in nonfiction text.

3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Learning Standard 3B: Recognize features of nonfiction books.

3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
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Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

Learning Standard 4A: Demonstrate understanding of the organization and basic features of print.

4.A.ECa Recognize the differences between print and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
4.A.ECc Recognize the one-to-one relationship between spoken and written words.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
4.A.ECd Understand that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
4.A.ECe Recognize that letters are grouped to form words.	Literacy	E. Writing	3.4 Writes using "scribble writing"
4.A.ECf Differentiate letters from numerals.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 4B: Demonstrate an emerging knowledge and understanding of the alphabet.			
4.B.ECa With teacher assistance, recite the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	Literacy	E. Writing	3.3 Copies entire first name
Learning Standard 4C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).			
4.C.ECa Recognize that sentences are made up of separate words.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
4.C.ECb With teacher assistance, recognize and match words that rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 4D: Demonstrate emergent phonics and word-analysis skills.			
4.D.ECa Recognize own name and common signs and labels in the environment.	Literacy	B. Phonological Awareness	3.1 Recognizes own first name in print
4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.			
Learning Standard 5A: Demonstrate growing interest and abilities in writing.			
5.A.ECa Experiment with writing tools and materials.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.	Literacy	E. Writing	3.4 Writes using “scribble writing”
5.A.ECc With teacher assistance, write own first name using appropriate upper/ lowercase letters.	Literacy	E. Writing	3.2 Prints first name
Learning Standard 5B: Use writing to represent ideas and information.			
5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 5C: Use writing to research and share knowledge.			
5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Mathematics

Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

Learning Standard 6A: Demonstrate beginning understanding of numbers, number names, and numerals.

6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	Math	A. Counting	1. Counts out 3 items
6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
6.A.ECf Verbally recite numbers from 1 to 10.	Math	A. Counting	2.2 Recites numbers 1–10
6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”	Math	D. Addition and Subtraction	1.4 Says number after 1–10

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 6B: Add and subtract to create new numbers and begin to construct sets.			
6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
6.B.ECe Fairly share a set of up to 10 items between two children.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
Learning Standard 6C: Begin to make reasonable estimates of numbers.			
6.C.ECa Estimate number of objects in a small set.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
Learning Standard 6D: Compare quantities using appropriate vocabulary terms.			
6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
6.D.ECb Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Goal 7: Explore measurement of objects and quantities.

Learning Standard 7A: Measure objects and quantities using direct comparison methods and nonstandard units.

7.A.ECa Compare, order, and describe objects according to a single attribute.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
7.A.ECb Use nonstandard units to measure attributes such as length and capacity.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
7.A.ECd Begin to construct a sense of time through participation in daily activities.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Learning Standard 7B: Begin to make estimates of measurements.

7.B.ECa Practice estimating in everyday play and everyday measurement problems.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
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Learning Standard 7C: Explore tools used for measurement.

7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Goal 8: Identify and describe common attributes, patterns, and relationships in objects.

Learning Standard 8A: Explore objects and patterns.

8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Learning Standard 8B: Describe and document patterns using symbols.

8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
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Goal 9: Explore concepts of geometry and spatial relations.

Learning Standard 9A: Recognize, name, and match common shapes.

9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
9.A.ECd Combine two-dimensional shapes to create new shapes.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 9B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.			
9.B.ECa Show understanding of location and ordinal position.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Goal 10: Begin to make predictions and collect data information.			
Learning Standard 10A: Generate questions and processes for answering them.			
10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Learning Standard 10B: Organize and describe data and information.			
10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Learning Standard 10C: Determine, describe, and apply the probabilities of events.			
10.C.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Science

Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.

Learning Standard 11A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.

11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
11.A.ECc Plan and carry out simple investigations.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
11.A.ECd Collect, describe, compare, and record information from observations and investigations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
11.A.ECe Use mathematical and computational thinking.	Math	D. Addition and Subtraction	All
11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	Cognitive	E. Scientific Discovery	All
11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Goal 12: Explore concepts and information about the physical, earth, and life sciences.

Learning Standard 12A: Understand that living things grow and change.

12.A.ECa Observe, investigate, describe, and categorize living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
12.A.ECb Show an awareness of changes that occur in oneself and the environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 12B: Understand that living things rely on the environment and/or others to live and grow.			
12.B.ECa Describe and compare basic needs of living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
12.B.ECb Show respect for living things.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Learning Standard 12C: Explore the physical properties of objects.			
12.C.ECa Identify, describe, and compare the physical properties of objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
12.C.ECb Experiment with changes in matter when combined with other substances.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Learning Standard 12D: Explore concepts of force and motion.			
12.D.ECa Describe the effects of forces in nature.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Learning Standard 12E: Explore concepts and information related to the Earth, including ways to take care of our planet.			
12.E.ECa Observe and describe characteristics of earth, water, and air.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
12.E.ECb Participate in discussions about simple ways to take care of the environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Learning Standard 12F: Explore changes related to the weather and seasons.			
12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Goal 13: Understand important connections and understandings in science and engineering.

Learning Standard 13A: Understand rules to follow when investigating and exploring.

13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
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Learning Standard 13B: Use tools and technology to assist with science and engineering investigations.

13.B.ECa Use nonstandard and standard scientific tools for investigation.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Social Studies

Goal 14: Understand some concepts related to citizenship.

Learning Standard 14A: Understand what it means to be a member of a group and community.

14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Learning Standard 14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.

(Not applicable)

Learning Standard 14C: Understand ways groups make choices and decisions.

14.C.ECa Participate in voting as a way of making choices.	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
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Learning Standard 14D: Understand the role that individuals can play in a group or community.

14.D.ECa Develop an awareness of what it means to be a leader.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
14.D.ECb Participate in a variety of roles in the early childhood environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Learning Standard 14E: Understand United States foreign policy as it relates to other nations and international issues.

(Not applicable)

Learning Standard 14F: Understand the development of United States' political ideas and traditions.
(Not applicable)
Goal 15: Explore roles in the economic system and workforce.
Learning Standard 15A: Explore roles in the economic system and workforce.

15.A.ECa Describe some common jobs and what is needed to perform those jobs.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
15.A.ECb Discuss why people work.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Learning Standard 15B: Explore issues of limited resources in the early childhood environment and world.

15.B.ECa Understand that some resources and money are limited.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
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Learning Standard 15C: Understand that scarcity necessitates choices by producers.
(Not applicable)
Learning Standard 15D: Explore concepts about trade as an exchange of goods or services.

15.D.ECa Begin to understand the use of trade or money to obtain goods and services.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
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Learning Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.
(Not applicable)

Goal 16: Explore roles in the economic system and workforce.

Learning Standard 16A: Develop an awareness of the self and his or her uniqueness and individuality.

16.A.ECa Recall information about the immediate past.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
16.A.ECb Develop a basic awareness of self as an individual.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Learning Standard 16B: Understand the development of significant political events.

(Not applicable)

Learning Standard 16C: Understand the development of economic systems.

(Not applicable)

Learning Standard 16D: Understand Illinois, United States, and world social history.

(Not applicable)

Learning Standard 16E: Understand Illinois, United States, and world environmental history.

(Not applicable)

Goal 17: Explore geography, the child's environment, and where people live, work, and play.

Learning Standard 17A: Explore environments and where people live.

17.A.ECa Locate objects and places in familiar environments.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
17.A.ECb Express beginning geographic thinking.	Cognitive	E. Scientific Discovery	2.3 Makes observations

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 17B: Analyze and explain characteristics and interactions of the Earth’s physical systems.			
<i>(Not Applicable)</i>			
Learning Standard 17C: Understand relationships between geographic factors and society.			
<i>(Not Applicable)</i>			
Learning Standard 17D: Understand the historical significance of geography.			
<i>(Not Applicable)</i>			
Goal 18: Explore people, their similarities, and their differences.			
Learning Standard 18A: Explore people, their similarities, and their differences.			
18.A.ECa Recognize similarities and differences in people.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Learning Standard 18B: Develop an awareness of self within the context of family.			
18.B.ECa Understand that each of us belongs to a family and recognize that families vary.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Learning Standard 18C: Understand how social systems form and develop over time.			
<i>(Not Applicable)</i>			

Physical Development and Health

Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.

Learning Standard 19A: Demonstrate physical competency and control of large and small muscles.

19.A.ECa Engage in active play using gross- and fine-motor skills.	Gross Motor	C. Active Play	All
19.A.ECb Move with balance and control in a range of physical activities.	Gross Motor	B. Movement and Coordination	All
19.A.ECc Use strength and control to accomplish tasks.	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All
19.A.ECd Use eye-hand coordination to perform tasks.	Fine Motor	A. Reach, Grasp, and Release	All
	Fine Motor	B. Functional Skill Use	All
19.A.ECe Use writing and drawing tools with some control.	Fine Motor	C. Mechanics of Writing	All

Learning Standard 19B: Demonstrate awareness and coordination of body movements.

19.B.ECa Coordinate movements to perform complex tasks.	Gross Motor	B. Movement and Coordination	All
	Gross Motor	A. Body Control and Weight Transfer	All
	Fine Motor	A. Reach, Grasp, and Release	All
19.B.ECb Demonstrate body awareness when moving in different spaces.	Gross Motor	B. Movement and Coordination	All
19.B.ECc Combine large motor movements with and without the use of equipment.	Gross Motor	C. Active Play	All

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 19C: Demonstrate knowledge of rules and safety during activity.			
19.C.ECa Follow simple safety rules while participating in activities.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Goal 20: Develop habits for lifelong fitness.			
Learning Standard 20A: Achieve and maintain a health-enhancing level of physical fitness.			
20.A.ECa Participate in activities to enhance physical fitness.	Gross Motor	C. Active Play	All
20.A.ECb Exhibit increased levels of physical activity.	Gross Motor	C. Active Play	All
Learning Standard 20B: Assess individual fitness levels.			
<i>(Not Applicable)</i>			
Learning Standard 20C: Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.			
<i>(Not Applicable)</i>			
Goal 21: Develop team-building skills by working with others through physical activity.			
Learning Standard 21A: Demonstrate individual responsibility during group physical activities.			
21.A.ECa Follow rules and procedures when participating in group physical activities.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
21.A.ECb Follow directions, with occasional adult reminders, during group activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Learning Standard 21B: Demonstrate cooperative skills during structured group physical activity.			
21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Learning Standard 22A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.

22.A.ECa Identify simple practices that promote healthy living and prevent illness.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.	Adaptive	B. Personal Care Routines	All
22.A.ECc Identify and follow basic safety rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Learning Standard 22B: Describe and explain the factors that influence health among individuals, groups, and communities.

(Not Applicable)

Learning Standard 22C: Explain how the environment can affect health.

(Not Applicable)

Goal 23: Understand human body systems and factors that influence growth and development.

Learning Standard 23A: Describe and explain the structure and functions of the human body systems and how they interrelate.

23.A.ECa Identify body parts and their functions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
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Learning Standard 23B: Identify ways to keep the body healthy.

23.B.ECa Identify examples of healthy habits.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 23C: Describe factors that affect growth and development.			
<i>(Not Applicable)</i>			
Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.			
Learning Standard 24A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.			
<i>(Not Applicable)</i>			
Learning Standard 24B: Apply decision-making skills related to the protection and promotion of individual health.			
<i>(Not Applicable)</i>			
Learning Standard 24C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.			
24.C.ECa Participate in activities to learn to avoid dangerous situations.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances

The Arts

Goal 25: Gain exposure to and explore the arts.

Learning Standard 25A: Investigate, begin to appreciate, and participate in the arts.

25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.

25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.

25.A.ECc Music: Begin to appreciate and participate in music activities.

25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.

Social-Emotional

C. Interactions with Peers

2. Plans and acts out recognizable event, theme, or story line in imaginary play

Literacy

B. Phonological Awareness

1.2 Participates in repetitive verbal play

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Learning Standard 25B: Display an awareness of some distinct characteristics of the arts.

25.B.ECa Describe or respond to their creative work or the creative work of others.

Social-Communication

D. Social Use of Language

2. Provides and seeks information while conversing using words, phrases, or sentences

Goal 26: Understand that the arts can be used to communicate ideas and emotions.

Learning Standard 26A: Understand processes, traditional tools, and modern technologies used in the arts.

(Not Applicable)

Learning Standard 26B: Understand ways to express meaning through the arts.

26.B.ECa Use creative arts as an avenue for self-expression.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

IL Indicator

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Goal 27: Understand the role of the arts in civilizations, past and present.

Learning Standard 27A: Analyze how the arts function in history, society, and everyday life.

(Not Applicable)

Learning Standard 27B: Understand how the arts shape and reflect history, society, and everyday life.

(Not Applicable)

English Language Learner Home language Development

Goal 28: Use the home language to communicate within and beyond the classroom.

Learning Goal 28A: Use the home language at age-appropriate levels for a variety of social and academic purposes.

28.A.ECa May demonstrate progress and mastery of benchmarks through home language.	Social-Communication	C. Communicative Expression	All
28.A.ECb Use home language in family, community, and early childhood settings.	Social-Communication	C. Communicative Expression	All
28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.

Learning Standard 29A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.

29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	Social-Communication	C. Communicative Expression	All
29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.			

Social/Emotional Development

Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.

Learning Standard 30A: Identify and manage one's emotions and behavior.

30.A.ECa Recognize and label basic emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	Social-Communication	D. Social Use of Language	All
30.A.ECc Express feelings that are appropriate to the situation.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
30.A.ECd Begin to understand and follow rules.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
30.A.ECe Use materials with purpose, safety, and respect.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
30.A.ECf Begin to understand the consequences of his or her behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Learning Standard 30B: Recognize own uniqueness and personal qualities.

30.B.ECa Describe self using several basic characteristics.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
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Learning Standard 30C: Demonstrate skills related to successful personal and school outcomes.

30.C.ECa Exhibit eagerness and curiosity as a learner.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
30.C.ECc Show some initiative, self-direction, and independence in actions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
30.C.ECd Demonstrate engagement and sustained attention in activities.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Learning Standard 31A: Develop positive relationships with peers and adults.

31.A.ECa Show empathy, sympathy, and caring for others.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
31.A.ECb Recognize the feelings and perspectives of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
31.A.ECc Interact easily with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
31.A.ECd Demonstrate attachment to familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
31.A.ECe Develop positive relationships with peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

Learning Standard 31B: Use communication and social skills to interact effectively with others.

31.B.ECa Interact verbally and nonverbally with other children.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
31.B.ECb Engage in cooperative group play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

IL Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Learning Standard 31C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.			
31.C.ECa Begin to share materials and experiences and take turns.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
31.C.ECc Seek adult help when needed to resolve conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.			
Learning Standard 32A: Begin to consider ethical, safety, and societal factors in making decisions.			
32.A.ECa Participate in discussions about why rules exist.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
32.A.ECb Follow rules and make good choices about behavior.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Learning Standard 32B: Apply decision-making skills to deal responsibly with daily academic and social situations.			
32.B.ECa Participate in discussions about finding alternative solutions to problems.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Learning Standard 32C: Contribute to the well-being of one's school and community.			
<i>Refer to Social Studies, Standard 14.A</i>			