



ALIGNMENT

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

WITH

Kansas Early Learning Standards

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

This document aligns the content from the *Kansas Early Learning Standards* [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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<https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf>

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KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Approaches to Learning				
Persistence and Engagement in Learning				
Engagement and Attention				
Young Infant	ATL.i.1: Demonstrates awareness of happenings and surroundings.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	ATL.i.2: Controls caregiver’s attention by babbling, looking at face, smiling or at times looking away to disengage.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.i.3: Shows interest in other children.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	ATL.mi.1: Focuses on an activity, but is easily distracted.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	ATL.mi.2: Actively participates in social games with adults, anticipating own turn (e.g., peekaboo).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Toddler	ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	ATL.t.2: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	ATL.t.3: Continues to play when a caregiver leaves the area.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	Social-Emotional	D. Independent and Group Participation	1 (All)
	ATL.p3.2: Ignores distractions briefly when engrossed in an activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.p3.3: Remembers and follows one or two step directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Pre 4	ATL.p4.1: Sustains attention to task despite distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Kindergarten	No specific standards.			
Persistence				
Infants (Birth to 11 months)	ATL.i.4: Tries to reproduce interesting and pleasurable effects and events (e.g., swats at mobile, reaches out for objects).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	ATL.mi.3: Repeats actions intentionally to achieve a goal (e.g., drops food on the floor so adult will engage in the ‘pick it up’ game).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	ATL.mi.4: Executes simple 2-step plan (i.e., means-to-end task).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Toddler	ATL.t.4: Engages in self-initiated activities for a sustained period of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	ATL.t.5: Returns to an activity after being distracted.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	ATL.p3.4: Practices an activity many times until successful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Pre 4	ATL.p4.3: Stays with a task for at least five minutes.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
Kindergarten	No specific standards.			
Initiative				
Curiosity and Initiative				
Young Infant	ATL.i.5: Shows preferences for certain toys or activities.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.i.6: Lifts arms toward caregiver to be picked up; explores own fingers and toes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Mobile Infant	ATL.mi.5: Explores the environment through a variety of senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	ATL.mi.6: Chooses toys/things for play.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddler	ATL.t.6: Explores materials in the environment to cause a result (e.g., takes things apart, turns faucet on and off, pours water in sand box to fill a hole).	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	ATL.t.7: Expresses preferences for familiar people, books, toys and activities; often insists on some choices.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	ATL.t.8: Asks questions about items/objects.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Pre 3	ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	ATL.p3.6: Initiates play with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	ATL.p3.7: Explores, practices, understands social roles through play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	ATL.p4.6: Seeks new and varied experiences and challenges through play.	Cognitive	E. Scientific Discovery	3 (All)
		Cognitive	E. Scientific Discovery	4 (All)
	ATL.p4.7: Chooses activities to do alone or with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ATL.p4.8: Invites other children to join groups or activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	ATL.p4.9: Makes and follows plans for games or activities with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Kindergarten	No specific standards.			
Sense of Competence				
Young Infant	ATL.i.7: Repeats an action to get more effect (e.g., kicking in crib to shake mobile or smiling and cooing to get attention).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	ATL.i.8: Comforts self by cooing, babbling, clutching or mouthing favorite object (e.g., blanket or toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Mobile Infant	ATL.mi.7: Shows a sense of satisfaction when making things happen (e.g., claps with delight after touching a toy to make the music play).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ATL.mi.8: Points or protests to indicate likes and dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	ATL.mi.9: Expresses and responds to a variety of emotions.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Toddler	ATL.t.9: Refers to own abilities when communicating with others (e.g., “I’ll do it!” or “Watch me!”).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	ATL.t.10: May show assertiveness (e.g., giving orders to others).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	ATL.t.11: Feels comfortable in a variety of places with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 4	ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	ATL.p4.12: Associates emotions with words and facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Kindergarten	No specific standards.			
Creativity				
Problem Solving				
Young Infant	ATL.i.9: Begins to exhibit response inhibition (e.g., waits briefly if instructed not to touch something).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	ATL.i.10: Looks for caregiver response in new or uncertain situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Mobile Infant	ATL.mi.10: Seeks out trusted adult for comfort or support and/or accepts adult assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	ATL.mi.11: Tries to do things on own.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	ATL.t.12: Seeks alternate method when first attempt fails and/or seeks adult assistance.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	ATL.t.13: Observes and imitates how other people solve problems (e.g., blows on warm cereal after seeing someone blow on cereal).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	ATL.t.14: Sometimes remembers and follows simple rules and routines, with adult guidance; stops doing something when directed by an adult.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Pre 3	ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Pre 4	ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	ATL.p4.15: Understands what is real and what is ‘make-believe’.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	No specific standards.			
Creativity and Flexibility				
Young Infant	ATL.i.11: Shows interest in looking at, feeling or exploring new objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	ATL.mi.12: Makes discoveries about self, others and the environment through play (e.g., loudly bangs a spoon on the table, notices the sound and does it again).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	ATL.mi.13: May apply something already learned to something new (e.g., bangs spoon on table, then bangs spoon on overturned bowl).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	ATL.mi.14: May test caregiver’s response to new or uncertain situation (e.g., reaching for forbidden object and then checking adult response).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler	ATL.t.15: Imitates others in using objects in new and/or unanticipated ways during play (e.g., imitates child who puts basket on head as a hat).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	ATL.t.16: May change behavior based on previous learning.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 3	ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 4	ATL.p4.16: Invents new activities through play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	No specific standards.			

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Physical Health and Development				
Large Motor Skills				
Young Infant	PHD.i.1: Crawls through and around objects	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	PHD.i.2: Demonstrates strength and control of head, arms, legs and trunk using purposeful movements (e.g., rolls from stomach to back, holds head and torso up on two hands, rocks back and forward while on hands and knees, sits steadily unsupported).	Gross Motor	A. Body Control and Weight Transfer	All
	PHD.i.3: Reaches for objects.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
Mobile Infant	PHD.mi.1: Creeps up/down stairs.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	PHD.mi.2: Takes independent steps.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	PHD.mi.3: Throws ball and other objects independently.	Fine Motor Area	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
Toddler	PHD.t.1: Maintains balance when performing actions (e.g., squats and stands back up, bends over, picks up objects and stacks back up).	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	PHD.t.2: Catches a ball with both hands.	Gross Motor	C. Active Play	1.3 Catches ball
	PHD.t.3: Begins to run.	Gross Motor	B. Movement and Coordination	5.1 Runs
Pre 3	PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	Gross Motor	C. Active Play	All
	PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	Gross Motor	C. Active Play	All
Kindergarten	PHD.K.1: Demonstrates the ability to move using a variety of locomotor skills.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
	PHD.K.2: Demonstrates clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PHD.K.3: Maintains momentary balance in a variety of positions and levels.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	PHD.K.4: Projects objects through space using various means (e.g., rolling, sliding, throwing).	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	PHD.K.5: Catches a self-tossed ball after it bounces.	Gross Motor	C. Active Play	1.3 Catches ball
	PHD.K.6: Strikes a balloon repeatedly with different body parts.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	PHD.K.7: Performs a simple rhythmic pattern.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Fine Motor Skills				
Young Infant	PHD.i.4: Transfers objects from one hand to other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	PHD.i.5: Grasps and releases object using entire hand.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
Mobile Infant	PHD.mi.4: Coordinates the use of arms, hands and fingers to accomplish tasks (e.g., drinks from bottle, cup by self, holds a spoon).	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	PHD.mi.5: Coordinates eye-hand movements (e.g., putting things in a box).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Toddler	PHD.t.4: Coordinates the use of arms, hands and fingers to accomplish more complex tasks (e.g., uses a spoon to scoop up food and bring it to mouth, uses scissors to snip small cuts on a piece of paper).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Pre 3	PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Pre 4	PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Kindergarten	No specific standards.			

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Fitness				
Young Infant	PHD.i.6: Interacts with caregivers in physical activities (e.g., tummy time, reaches for toy, kicks arms and legs when on back).	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
Mobile Infant	PHD.mi.6: Participates in active physical play (e.g., crawls and climbs over and under).	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Toddler	PHD.t.5: Participates in active physical play (e.g., runs, uses playground equipment).	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	C. Active Play	2 (All)
Pre 3	PHD.p3.3: Participates in active play exhibiting strength and stamina.	Gross Motor	C. Active Play	All
Pre 4	PHD.p4.5: Participates in active play exhibiting strength and stamina.	Gross Motor	C. Active Play	All
Kindergarten	PHD.K.8: Participates in a variety of games that increase breathing and heart rate.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	PHD.K.9: Demonstrates sufficient muscular strength by supporting body weight in various activities.	Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3. Rides and steers bicycle
Nutrition/Healthy Eating				
Young Infant	PHD.i.7: Communicates hunger and when full (e.g., eagerly accepts bottle, turns head or pushes away when full).	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
		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
Mobile Infant	PHD.mi.7: Eats during regular meals and snack times; anticipates routine meals and asks for more if still hungry.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Toddler	PHD.t.6: Makes simple food choices and has food preferences, demonstrates a willingness to try new foods.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Pre 3	PHD.p3.4: Eats a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Pre 4	PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
Kindergarten	No specific standards.			

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Personal Hygiene				
Young Infant	PHD.i.8: Signals need by crying (e.g., wet, hungry, tired, etc.).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Mobile Infant	PHD.mi.8: Indicates when pants are wet and need to be changed.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
Toddler	PHD.t.7: Washes hands and face with assistance.	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	PHD.t.8: May begin to initiate interest in self-toileting.	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
Pre 3	PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	Adaptive	B. Personal Care Routines	2 (All)
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Pre 4	PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	Adaptive	B. Personal Care Routines	2. Bathes and dries self
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Kindergarten	No specific standards.			
Safety				
Young Infant	PHD.i.9: Shows preference for major caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	PHD.i.10: Stops/waits when caregiver says “no” or gives a nonverbal cue for alarm/danger.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Mobile Infant	PHD.mi.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	PHD.t.9: Follows adult interaction/guidance regarding safety (e.g., walk, gentle touch, climbs in car seat, holds caregivers hand).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	PHD.t.10: Alerts adults to potential harmful situations.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Pre 3	PHD.p3.8: Knows common safety rules that have been discussed or taught.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PHD.p3.9: Alerts adults to potentially harmful situations.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Pre 4	PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PHD.p4.11: Demonstrates an ability to follow emergency routines with adult support (e.g., lines up to exit building during a fire drill).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	No specific standards.			

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social and Emotional Development				
Character Development: SED.CD.				
FOUNDATIONS OF CHARACTER DEVELOPMENT				
Develop, implement, promote, and model core ethical and performance principles				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Pre 4	SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten	SED.CD.K.1: Recognize and celebrate the natural beneficial consequence of acts of character.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	SED.CD.K.2: Identify community needs in the larger community, discuss effects on the community and identify positive, responsible action.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	SED.CD.K.3: Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.CD.K.4: Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SED.CD.K.5: Learn about, receive and accept feedback for responsible actions in academic and behavioral skills.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Create a caring community by considering it a high priority to foster caring attachments between fellow students, staff and the community				
Young Infant	SED.CD.i.1: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	SED.CD.mi.1: Participates in routines and experiences that involve give and take interaction with familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler	SED.CD.t.1: Interacts with familiar adults to communicate about experiences, ideas or to solve problems.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	SED.CD.t.2: Feels comfortable in a variety of places with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3	SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Pre 4	SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
Kindergarten	SED.CD.K.6: Recognize characteristics of a caring relationship.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	SED.CD.K.7: Recognize characteristics of a hurtful relationship.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Create a caring community by demonstrating mutual respect and utilizing strategies to build a safe and productive culture				
Young Infant	SED.CD.i.2: Begins to form relationships with consistent caregivers.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Mobile Infant	SED.CD.mi.2: Demonstrates a secure relationship with at least one consistent caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler	SED.CD.t.3: Begins to more easily separate from caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Pre 3	SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Pre 4	SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.CD.K.8: Demonstrate caring and respect for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.CD.K.9: Describe "active listening".	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Create a caring community by taking steps to prevent peer cruelty and violence and dealing with it effectively when it occurs whether digitally, verbally, physically and/or relationally				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	SED.CD.p3.4: Expresses interests, acceptance, affection for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4	SED.CD.p4.5: Demonstrates an understanding of what it means to be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Kindergarten	SED.CD.K.10: Recognized and define bullying and teasing k-2: illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.CD.K.11: Model positive peer interactions.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Responsible Decision Making and Problem Solving: SED.R.				
Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities and short-term and long-term goals				
Young Infant	N/A			
Mobile Infant	SED.R.mi.1: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler	SED.R.t.1: Demonstrates increasing capacity to manage actions and emotional expressions with guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Pre 3	SED.R.p3.1: Begin to understand consequences of own actions with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre 4	SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.R.K.1: Identify and illustrate safe and unsafe situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	SED.R.K.2: State the difference between appropriate and inappropriate behaviors.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	SED.R.K.3: Explain the consequences and rewards of individual and community actions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Organize personal time and managing personal responsibilities effectively				
Young Infant	N/A			
Mobile Infant	SED.R.mi.2: Anticipates and participates in some familiar routines with adult assistance.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler	SED.R.t.2: Remembers and follows expectations for familiar routines some of the time, but may find it hard to transition from preferred activities.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Pre 3	SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Pre 4	SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	SED.R.K.4: Identifies activities scheduled for the day and how much time is spent on each.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	SED.R.K.5: Identifies and performs steps necessary to accomplish personal responsibilities in scheduled activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
Play a developmentally appropriate role in classroom management and school governance				
Young Infant	SED.R.i.1: Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Mobile Infant	SED.R.mi.3: Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	SED.R.t.3: Feels comfortable in a variety of places with familiar adults nearby.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED.R.t.4: Continues to play when familiar adult leaves area.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Pre 3	SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Pre 4	SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Kindergarten	SED.R.K.6: Participate in individual roles and responsibilities in the classroom and in school.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SED.R.K.7: Recognize the various roles of the personnel that govern the school (all staff).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Develop, implement and model effective problem solving skills				
Young Infant	SED.R.i.2: See ATL.i.10			
Mobile Infant	SED.R.mi.4: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Toddler	SED.R.t.5: See SED.R.t.1			

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 4	SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	SED.R.K.8: Develop self-control skills (e.g., stop, take a deep breath and relax).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.R.K.9: Identify and illustrate the problem.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	SED.R.K.10: Identify desired outcome.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SED.R.K.11: Identify possible solutions and the pros and cons of each solution.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.R.K.11: Identify and select the best solution.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.R.K.12: Put the solution into action.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SED.R.K.13: Reflect on the outcome of the solution.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Personal Development: SED.PD.				
SELF-AWARENESS				
Understand and analyze thoughts and emotions				
Young Infant	SED.PD.i.1 Expresses a variety of emotions through facial expressions, gestures, movement and sounds.	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
Mobile Infant	SED.PD.mi.1 Communicates a variety of emotions purposefully and intentionally.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler	SED.PD.t.1: Shows awareness of own emotions and uses verbal and nonverbal ways to express simple (e.g., happy, sad, mad, afraid) and more complex emotions (e.g., pride, embarrassment, shame and guilt).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 3	SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Pre 4	SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.R.K.14: Identify and describe basic emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SED.R.K.15: Identify situations that might evoke emotional responses.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SED.R.K.16: Identify positive and negative emotions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Identify and assess personal qualities and external supports				
Young Infant	SED.PD.i.2: Begins to understand self as separate person from others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	SED.PD.mi.2: Recognizes self as separate person with distinct characteristics.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Toddler	SED.PD.t.2: Shows awareness of self as belonging to one or more groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SED.PD.t.3: Identifies own feelings, needs and interests.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 3	SED.PD. P3.3: Describes self by using several basic characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.PD.p3.4: States basic personal information (e.g., name and age).	Adaptive	E. Meeting Social Expectations	4.2 States age
		Adaptive	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	SED.PD.p3.5: Displays awareness of own thoughts and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	SED.PD.p4.3: Describes characteristics of self and others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Kindergarten	SED.R.K.17: Identify personal likes and dislikes.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.R.K.18: Identify personal strengths and weaknesses.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SED.R.K.19: Identify consequences of behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	SED.R.K.20: Ask clarifying questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	SED.R.K.21: Identify positive responses to problems (e.g., get help, try harder, use a different solution).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SED.R.K.22: Identify people, places and other resources to go for help (e.g., parents, relatives, school personnel).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Self-Management				
Understand and practice strategies for managing thoughts and behaviors				
Young Infant	SED.PD.i.3: Comforts self in by rocking body or other simple ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Infant	SED.PD.i.4: Communicates needs for help through vocalizations and gestures.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Mobile Infant	SED.PD.mi.3: Comforts self in a variety of ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.PD.mi.4: Seeks close proximity to familiar adults for security and support, especially when distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler	SED.PD.t.4: Anticipates the need for comfort and tries to prepare for changes in routine.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SED.PD.t.5: Seeks close proximity to familiar adults for security and support, especially when distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3	SED.PD.p3.6: Makes known personal needs and desires.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Pre 4	SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Kindergarten	SED.R.K.23: Describe and practice sending effective verbal and non-verbal messages.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	SED.R.K.24: Describe and practice sending effective verbal and non-verbal messages.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	SED.R.K.25: Recognize behavior choices in response to situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reflect on perspectives and emotional responses				
Young Infant	SED.PD.i.5: Imitates the expression of feelings of those around them.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Mobile Infant	SED.PD.mi.5: Demonstrates an awareness of others’ feelings (e.g., cries or grimaces at the discomfort of others; matches facial expression of caregiver).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler	SED.PD.t.6 Demonstrates increasing awareness of others’ feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED.PD.t.7 May respond to peer’s distress by doing something to make him/her feel better (e.g., say “hug” to crying peer; offer peer their blanket or toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Pre 3	SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Pre 4	SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Kindergarten	SED.R.K.26: Describe common responses to failures and disappointments.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
Set, monitor, adapt and evaluate goals to achieve success in school and life				
Young Infant	See ATL.i.4			
Mobile Infant	SED.PD.mi.6: Seeks to achieve a specific goal (e.g., stretches to reach toy).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	See ATL.mi.3			
Toddler	See ATL.t.4			
Pre 3	SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	SED.PD.p4.8: Demonstrates age appropriate independence in decision-making regarding activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten	SED.R.K.27: Define success and the process of goal setting.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.R.K.28: Identify personal goals and home goals (e.g., dreams, aspirations, hopes).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	SED.R.K.29: Identify factors that lead to goal achievement and success (e.g., confidence, motivation, understanding).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SED.R.K.30: Identify specific steps for achieving a particular goal.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
Social Development: SED.SD.				
SOCIAL AWARENESS				
Demonstrate awareness of the thoughts, feelings and perspective of others.				
Young Infant	SED.SD.i.1: Reacts to emotional expressions of others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant	SED.SD.mi.1: Demonstrates awareness of feelings expressed by others.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler	SED.SD.t.1: Begins to identify own feelings, needs and interests and show awareness that others have feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED.SD.t.2: Responds in caring ways to another’s distress in some situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Pre 4	SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	SED.SD.K.1: Identify a range of emotions in others (e.g., identify "sad" by facial expression; identify "mad" by tone of voice).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SED.SD.K.2: Identify possible causes for emotions (e.g., losing dog may make you "sad," your birthday may make you "happy").	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SED.SD.K.3: Identify possible behaviors and anticipate reactions in response to a specific situation (e.g., sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SED.SD.K.4: Identify healthy personal hygiene habits.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Demonstrate awareness of cultural issues and a respect for human dignity and differences				
Young Infant	SED.SD.i.2: Responds to people and objects in their immediate environment based on past experience.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Mobile Infant	SED.SD.mi.2: Identifies similarities and differences in objects and people by showing and pointing.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	SED.SD.t.3: Expresses preferences for familiar people, books, toys and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	SED.SD.t.4: Uses previous learning to inform new experiences with people and objects in their environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Pre 3	SED.SD.p3.3: Compares own characteristics with those of others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Pre 4	SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	SED.SD.K.5: Describe ways that people are similar and different.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SED.SD.K.6: Use respectful language and actions with conflict or differences of opinion.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Interpersonal Skills				
Demonstrate communication and social skills to interact effectively				
Young Infant	SED.SD.i.3: Shows interest in other children.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	SED.SD.i.4: Repeats actions that elicit social responses from others.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Mobile Infant	SED.SD.mi.3: Briefly engages in simple interaction with another child.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Toddler	SED.SD.t.5: Plays side-by-side with another child, at times observing, imitating or engaging child in play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	SED.SD.p3.4: Follows rules and simple directions (1-2 steps).	Social-Communication	B. Communicative Understanding 3 (All)
	SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	Social-Emotional	C. Interactions with Peers 1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers 1.2 Responds appropriately to peer social behavior
		Social-Emotional	C. Interactions with Peers 3.3 Shares or exchanges objects
	SED.SD.p3.6: Begins to participate in conversational turn taking.	Social-Communication	D. Social Use of Language 3.4 Alternates between speaker and listener roles during conversations with others
Pre 4	SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	Social-Emotional	C. Interactions with Peers 1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers 3.3 Shares or exchanges objects
		Social-Emotional	D. Independent and Group Participation 1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation 2. Interacts appropriately with others during large-group activities
	SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	Social-Communication	D. Social Use of Language 3. Uses conversational rules when communicating with others
	SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	Social-Emotional	C. Interactions with Peers 3.2 Joins others in cooperative activity
	SED.SD.p4.8: Invites other children to join groups or activities.	Social-Emotional	C. Interactions with Peers 3.1 Initiates cooperative activity
Kindergarten	SED.SD.K.7: Follow rules that respect classmates' needs and use polite language (e.g., wait for their turn, stand in line, let classmate finish speaking).	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
	SED.SD.K.8: Use "I" statements.	Social-Communication	C. Communicative Expression 1.2 Uses 50 single words, signs, or symbols
	SED.SD.K.9: Pay attention to others when they are speaking.	Social-Communication	D. Social Use of Language 3.1 Uses socially appropriate physical orientation
	SED.SD.K.10: Understand the importance of respecting personal space.	Social-Communication	D. Social Use of Language 3.1 Uses socially appropriate physical orientation

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.SD.K.11: Recognize how facial expressions, body language and tone communicate feelings.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	SED.SD.K.12: Take turns and practice sharing.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SED.SD.K.13: Practice sharing encouraging comments.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SED.SD.K.14: Identify and demonstrate good manners.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Develop and maintain positive relationships				
Young Infant	SED.SD.i.5: Initiates and engages in reciprocal (i.e., mutual give and take) interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Mobile Infant	SED.SD.mi.4: Participates in routines and experiences that involve mutual give and take interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler	SED.SD.t.6: Seeks out trusted adult for comfort or support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SED.SD.t.7: Shows interest in unfamiliar adults with support from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3	SED.SD.p3.7: Shows interest in having a friend.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Pre 4	SED.SD.p4.9: Develops friendships with one or two preferred peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.SD.K.15: Recognize how various relationships in life are different.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SED.SD.K.16: Identify and practice appropriate behaviors to maintain positive relationships (e.g., personal space, voice volume).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
		Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Demonstrate an ability to prevent, manage and resolve interpersonal conflicts				
Young Infant	N/A			
Mobile Infant	SED.SD.mi.5: Shows emerging signs of responding positively to limits and choices offered by adults to help guide behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler	SED.SD.t.8: Demonstrates an increasing capacity to manage actions and emotional expressions with guidance from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SED.SD.t.9: Seeks adult assistance when encountering a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Pre 3	SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Pre 4	SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SED.SD.p4.13: Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SED.SD.K.17: Identify conflict.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	SED.SD.K.18: Identify what actions cause conflict.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	SED.SD.K.19: Identify appropriate and inappropriate ways to resolve conflict.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Communication and Literacy (CL)				
Literature: CL:L.				
Key Ideas and Details				
Young Infant	CL.L.i.1: Sits on adult's lap while being read to and gazes at pictures in books and pats individual pictures.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	CL.L.mi.1: Responds to a verbal prompt by pointing to requested picture (e.g., "Oh look there is a cow, can you show me the cow?").	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler	CL.L.t.1: With prompting and support, asks and answers simple questions about story content using pictures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.L.t.2: Retells some events from a familiar story with close adult prompting (e.g., T: Tell me what happened to baby bear's chair?" C: "It broke").	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Pre 3	CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten (Kansas State Standard: Reading Literature (RL))	RL.K.1: With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RL.K.2: With prompting and support, retell familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	RL.K.3: With prompting and support, identify characters, settings and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Craft and Structure				
Young Infant	CL.L.i.2: Shows interest in books, pictures, songs and rhyming (e.g., cuddles and looks at caregiver's face while being read to, follows caregivers gaze to look at a picture in a book, babbles while being read to).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant	CL.L.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to picture of a dog and makes a barking noise).	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Toddler	CL.L.t.3: Shows an appreciation for reading books, telling stories and singing (e.g., initiates reading a book, telling a story or singing a song, listens as caregiver reads a short story).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CL.L.p3.5: Understands that books have both illustrations and print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Pre 4	CL.L.p4.4: Asks and answers questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten (Kansas State Standard: Reading Literature (RL))	RL.K.4: Ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Integration of Knowledge and Ideas				
Young Infant	CL.L.i.3: Shows interest in photographs of familiar people/objects.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Mobile Infant	CL.L.mi.3: Randomly points to familiar pictures in a book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	CL.L.mi.4: Names familiar people/objects in photographs.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CL.L.t.4: Given a familiar repetitive and predictable story, anticipates what comes next based on pictures and begins to fill in words in the story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	CL.L.t.5: Relates characteristics or actions of the characters in a story to self (e.g., Daddy has a big chair like that).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Pre 3	CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Pre 4	CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten (Kansas State Standard: Reading Literature (RL))	RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	RL.K.8: Not applicable to Literature.			
	RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Range of Reading and Level of Text Complexity				
Young Infant	CL.L.i.4: Listens briefly to stories being read by an adult.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Mobile Infant	CL.L.mi.5: Listens to stories being read by an adult.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CL.L.t.6 : Engages in reading activities with an adult and possibly one or two peers.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Pre 3	CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Pre 4	CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten (Kansas State Standard: Reading Literature (RL))	RL.K.10: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Informational Text (Non-Fiction): CL.IT.				
Key Ideas and Details				
Young Infant	CL.IT.i.1: See CL.L.i.1.			
Mobile Infant	CL.IT.mi.1: Responds to a verbal prompt by pointing to requested picture. (e.g., "Oh look there is a cow, can you show me the cow?")	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Toddler	CL.IT.t.1: With prompting and support, asks and answers simple questions about text using pictures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.IT.t.2: Retells some information from a familiar text using pictures or props as a support with close adult prompting (e.g., T: Here is a picture of a fire truck, what do you know about fire trucks?).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Pre 4	CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.IT.p4.2: With prompting and support, retells key details of a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.1: With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Craft and Structure				
Young Infant	CL.IT.i.2: Shows interest in books and pictures (e.g., cuddles and looks at caregiver's face while being read to; follows caregiver's gaze to look at a picture in a book; babbles while being read to).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	CL.IT.mi.2: Actively participates in book reading, storytelling and singing (e.g., reaching for the pages of a board book when a caregiver is reading a book and looking at it with the child, points to a picture of a dog and makes a barking noise).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CL.IT.t.3: Exhibits curiosity and interest in learning new vocabulary.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	CL.IT.t.4: Identifies the front cover of a book in order to orient the book correctly for reading.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Pre 3	CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	CL.IT.p3.4: Identifies the front and back cover of a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	CL.IT.p3.5: Understands that books have both illustrations and print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Pre 4	CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.5: Identify the front cover, back cover and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Integration of Knowledge and Ideas				
Young Infant	CL.IT.i.3: Randomly points to pictures in a book.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	CL.IT.mi.3: See CL.L.mi.3.			

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CL.IT.t.5: Draws meaning from pictures, print and text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Pre 3	CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre 4	CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Range of Reading and Level of Text Complexity				
Young Infant	CL.IT.i.4: Listens briefly to texts being read with an adult.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Mobile Infant	CL.IT.mi.4: Listens to texts being read by an adult.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Toddler	CL.IT.t.6: See CL.L.t.6.			
Pre 3	CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Pre 4	CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten (Kansas State Standard: Reading Informational Text: RI)	RI.K.10: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Foundational Skills: CL.F.				
Print Concepts (CL.F-PC)				
Young Infant	CL.F.i.1: Explores books by touching, patting and mouthing	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	CL.F.mi.1: Explores a book by turning the pages (may be more than one at a time or back to front).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	CL.F.mi.2: Plays with objects with letters on them (e.g., alphabet blocks).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddler	CL.F.t.1 : Holds book right side up to look at pictures.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	CL.F.t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Pre 3	CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	CL.F.p3.1c: Recognizes letters in their name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Pre 4	CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	CL.F.p4.1a: Follows 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
	CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	CL.F.p4.1c: Recognizes that letters are grouped to form words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	CL.F.p4.1d: Recognizes and names some upper- and lowercase letters in addition to those in first name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.1: Demonstrate understanding of the organization and basic features of print.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	RF.K.1a: 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
	RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	RF.K.1c: Understand that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	RF.K.1d: Recognize and name all upper: and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Phonological Awareness				
Young Infant	CL.F.i.2: Plays and experiments with sounds through cooing, babbling and simple sounds (e.g., "ee, ah, da, pa, ma").	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Mobile Infant	CL.F.mi.3: Shows a varied response to sounds in the environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CL.F.mi.4: Demonstrates enjoyment when listening to nursery rhymes, finger plays, jingles, songs and books that are read to them (e.g., smiles, laughs, pats pictures with hand).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Toddler	CL.F.t.3: Differentiates between sounds that are the same and different (e.g., bell vs. drum).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CL.F.t.4: Participates in saying words in nursery rhymes, finger plays, jingles, songs and books that are read to them.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.F.p3.2: Plays with the sounds of language.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CL.F.p3.2b: Distinguishes whether two words rhyme or not.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Pre 4	CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	Literacy	B. Phonological Awareness	3 (All)
		Literacy	B. Phonological Awareness	4 (All)
	CL.F.p4.2a: Recognizes and produces rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	Literacy	B. Phonological Awareness	3 (All)
	CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+og/= dog).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.	Literacy	B. Phonological Awareness	3 (All)
	RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	RF .K.2d: Isolate and pronounce the initial, medial vowel and final sounds (i.e., phonemes) in three-phoneme (i.e., consonant-vowel-consonant or CVC) words.**This does not include CVS ending with /l/, /r/ or /x/.	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	RF.K.2e: Add or substitute individual sounds (i.e., phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Phonics and Word Recognition				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	CL.F.p3.3a: Begins to identify own name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	CL.F.p4.3b: Identifies own name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Fluency				
Young Infant	N/A			
Mobile Infant	CL.F.mi.5: Begins to vocalize as if reading when looking at a book.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CL.F.t.5: “Reading” may capture the tone of voice and stress on words the caregivers have when reading a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Pre 3	CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Pre 4	N/A			
Kindergarten (Kansas State Standard: Reading Foundation Skills: RF)	RF.K.4: Read emergent-reader texts with purpose and understanding.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
Writing: CL.W.				
Text Types and Purposes				
Young Infant	CL.W.i.1: Shows ability to transfer and manipulate an object with hands (e.g., grasps a rattle, lets go of it and tries to grasp it again).	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	CL.W.i.2: Grasps objects using entire hand.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
Mobile Infant	CL.W.mi.1: Picks up objects between thumb and finger (i.e., pincer grasp).	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	CL.W.mi.2: Uses a full-hand grasp to hold a writing tool to make scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Toddler	CL.W.t.1: Uses thumb and fingers of one hand to hold writing tool.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	CL.W.t.2: Begins to use drawing to represent objects and ideas (e.g., scribbles a picture and labels it after the fact, pretends to write own name, draws a circle and straight line after watching someone else do it).	Literacy	E. Writing	2.1 Makes representational drawings

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Pre 4	CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	Literacy	E. Writing	2.1 Makes representational drawings
		Literacy	E. Writing	3.1 Writes using developmental spelling
Kindergarten (Kansas State Standard: Writing: W)	W.K.1: Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.2: Use a combination of drawing, dictating and 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
	W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Production and Distribution of Writing				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	CL.W.p3.2: Uses consistent marks to represent name when writing.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	CL.W.p3.3: With guidance and support, imitates shapes and strokes.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Pre 4	CL.W.p4.2: Recognizably writes a majority of the letters in their name.	Literacy	E. Writing	3.3 Copies entire first name
	CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	Literacy	E. Writing	2.1 Makes representational drawings
		Literacy	E. Writing	3.1 Writes using developmental spelling
	CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten (Kansas State Standard: Writing: W)	W.K.4: (Begins in grade 3)			
	W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Literacy	E. Writing	3. Writes words using conventional spelling
	W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Research to Build and Present Knowledge				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	CL.W.t.3: Participates in conversations about past events.	Cognitive	B. Imitation and Memory	3. Relates past events

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Pre 4	CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Kindergarten (Kansas State Standard: Writing: W)	W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Speaking and Listening: CL.SL.				
Comprehension and Collaboration				
Young Infant	CL.SL.i.1: Reacts to adults through vocalizations and/or facial expressions in response to social contact and sounds produced by others.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	CL.SL.i.2: Listens to and begins to respond to familiar words (e.g., own name, bottle, mom).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Infant	CL.SL.i.3: Uses gestures, movements or vocalizations to gain attention of a familiar person.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Mobile Infant	CL.SL.mi.1: Interacts with caregivers and peers using gestures, sounds and words (e.g., waves, shakes head “no”, reaches to be lifted up).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CL.SL.mi.2: Shows understanding of simple requests and of statements referring to people and objects around him or her (e.g., shakes head for “no”, says “mama”).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CL.SL.mi.3: Uses gestures, movements or vocalizations to initiate interactions to get needs met (e.g., reaches to be lifted up, points to desired item).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Toddler	CL.SL.t.1: In a conversation with a peer or caregiver:			
	CL.SL.t.1a: Answers simple questions and begins to ask questions using inflection and intonation.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.SL.t.1b: Sustains a conversation with two or more turns.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.t.2: Confirms understanding of information presented orally through verbalizations of one or two words or actions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CL.SL.t.3: Uses language to seek help, get information or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	Social-Communicaton	D. Social Use of Language	3. Uses conversational rules when communicating with others
	CL.SL.p3.1b: Continues a conversation through three or more exchanges.	Social-Communicaton	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.	Social-Communicaton	B. Communicative Understanding	4.1 Answers who, what, and where questions
Pre 4	CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-Communicaton	D. Social Use of Language	3. Uses conversational rules when communicating with others
	CL.SL.p4.1b. Continues a conversation through multiple exchanges, staying on topic.	Social-Communicaton	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	SL.K.1b: Continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	SL.K.3: Ask and answer questions in order to seek help, get information or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Presentation of Knowledge and Ideas				
Young Infant	CL.SL.i.4: Uses gestures, movements or vocalizations to communicate wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CL.SL.i.5: Uses differing cries to signal various needs.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	CL.SL.i.6: Uses some consonant-vowel (CV) combinations (e.g., ba, pa,ma).	Social-Communication	A. Early Social Communication	2. Produces speech sounds

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	CL.SL.mi.4: Demonstrates an understanding of a few simple concepts (e.g., puts hands up to indicate they are “so big” or pulls hand away when something is hot).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	CL.SL.mi.5: Speaks so that familiar adults can understand about 50% of what child says.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
Toddler	CL.SL.t.4: Uses words to label actions.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	CL.SL.t.5: Expresses wants and needs, likes and dislikes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CL.SL.t.6: Speaks so that familiar listeners are able to understand ideas, feeling and need.	Social-Communication	C. Communicative Expression	1 (All)
Pre 3	CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CL.SL.p3.4: Able to describe objects and actions depicted in pictures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Pre 4	CL.SI.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CL.SL.p4.4: Able to tell another person about what they have drawn.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Speaking and Listening: SL)	SL.K.4: Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2.1 Makes representational drawings
	SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Language Standards				
Conventions of Standard English				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p3.1f: Communicates using at least 3-4 word sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Pre 4	CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Literacy	E. Writing	3. Writes words using conventional spelling
	CL.LS.p4.1a: Prints some upper-and lower-case letters (e.g., letters in their name).	Literacy	E. Writing	3.2 Prints first name
	CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p4.1f: Produces complete sentences in shared language activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	Literacy	E. Writing	3.1 Writes using developmental spelling

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Language: L)	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		C. Communicative Expression	3 (All)
		C. Communicative Expression	4. Asks questions using inverted auxiliary
	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		C. Communicative Expression	3 (All)
	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Literacy	E. Writing	3. Writes words using conventional spelling
L.K.2a: Capitalize the first word in a sentence and the pronoun I.	Literacy	E. Writing	3. Writes words using conventional spelling
	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Language: L)	L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (i.e., phonemes).	Literacy	E. Writing	3. Writes words using conventional spelling
	L.K.2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships	Literacy	E. Writing	3.1 Writes using developmental spelling
Vocabulary Acquisition and Use				
Young Infant	CL.LS.i.1: Recognizes the names of familiar people and objects (e.g., looks at mommy when someone says “where’s mommy?”, reaches for bottle when asked “do you want your bottle?”).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	CL.LS.mi.1: Shows understanding of simple requests and of statements referring to familiar people and objects around him/her (e.g., looks toward door when caregiver says, “Your daddy’s here”).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler	CL.LS.t.1: Shows an understanding of requests and statements referring to familiar people and objects (e.g., when asked “Where is your bear,” child is able to retrieve the bear and show it to the caregiver or friend).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Pre 3	CL.LS.p3.3: Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Pre 4	CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten (Kansas State Standard: Language: L)	L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	L.K.4a: Identify new meanings for familiar words and use them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten (Kansas State Standard: Language: L)	L.K.4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	L.K.5a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (i.e., antonyms).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	L.K.5d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	L.K.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Mathematics (M)				
Counting and Cardinality: M.CC.				
Know number names and the count sequence.				
Young Infant	N/A			
Mobile Infant	M.CC.mi.1: Names some number words but not in sequence.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	M.CC.t.1: Verbally counts in sequence to 3.	Math	A. Counting	1.2 Recites numbers 1–3
Pre 3	M.CC.p3.1: Counts in sequence to 10.	Math	A. Counting	2.2 Recites numbers 1–10
	M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	Math	C. Math Symbols	1.2 Labels numerals 1–5
Pre 4	M.CC.p4.1: Counts in sequence to 30.	Math	A. Counting	4.2 Recites numbers 1–30
	M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	Math	C. Math Symbols	1. Reads and writes numerals for quantities to 5
		Math	C. Math Symbols	2. Reads and writes numerals for quantities 6–10
		Math	C. Math Symbols	3. Reads and writes numerals for quantities 11–20
	M.CC.p4.3: Counts forward beginning from a given number (under 10) within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
Kindergarten	M.CC.K.1: Count to 100 by ones and by tens.	Math	A. Counting	2.2 Recites numbers 1–10
		Math	A. Counting	3.2 Recites numbers 1–20
		Math	A. Counting	4. Skip counts by tens to 100
		Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
	M.CC.K.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	M.CC.K.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Math	C. Math Symbols	1. Reads and writes numerals for quantities to 5
		Math	C. Math Symbols	2. Reads and writes numerals for quantities 6–10
		Math	C. Math Symbols	3. Reads and writes numerals for quantities 11–20

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Count to tell the number of objects				
Young Infant	N/A			
Mobile Infant	M.CC.mi.2: Attends to quantities when interacting with objects (e.g., communicates “more” and “all gone” when eating from a bowl of cheerios, fills containers of different sizes with objects).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Toddler	M.CC.t.2: Shows understanding that numbers represent quantity and demonstrate understanding of words that identify how much (e.g., uses words such as “one, two, more, little, a lot”).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	M.CC.t.3: Matches large pegs to holes using one-to-one correspondence.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Pre 3	M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	Math	A. Counting	1. Counts out 3 items
	M.CC.p3.4: Spontaneously counts for own purposes.	Math	A. Counting	1.2 Recites numbers 1–3
	M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	Math	A. Counting	1. Counts out 3 items
Pre 4	M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	Math	A. Counting	2. Counts out 10 items
	M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	Math	A. Counting	2. Counts out 10 items
	M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4			
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
M.CC.p4.5: Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Kindergarten			
M.CC.K.1: Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	3. Counts out 20 items
M.CC.K.1a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Math	A. Counting	3. Counts out 20 items
M.CC.K.1b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
M.CC.K.1c: Understand that each successive number name refers to a quantity that is one larger.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
M.CC.K.2: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Compare Numbers				
Young Infant	M.CC.i.1: Holds an object in each hand.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
Mobile Infant	M.CC.mi.3: Places objects using one to one correspondence but does not fully understand this created equal groups (e.g., child places one toy in each container during play but doesn't understand there are the same number of toys and containers).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Toddler	M.CC.t.4: Demonstrates an understanding that one collection has more than another when the collections are quite different in size (one collection is at least twice the other).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Pre 3	M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Pre 4	M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less).	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of arrangements and verbally names the number of items).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Kindergarten	M.CC.K.1: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
	M.CC.K.2: Compare two numbers between 1 and 10 presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Operations and Algebraic Thinking: M.OA.				
Understand addition as putting together and adding to and understand subtraction as taking apart and taking from				
Young Infant	M.OA.i.1: Initiates repeated movements (e.g., makes cooing sound repeatedly when interacting with an adult, kicks repeated times at an object).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant	M.OA.mi.1: Imitates adult-initiated movement patterns (e.g., copies adult movements such as clapping, puts hands near eyes during a game of peek a boo).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Toddler	M.OA.t.1: Demonstrates an understanding that adding to a group increases the number of objects in the group (e.g., adds more blocks to their collection and indicates “I have more”).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	M.OA.t.2: Copies and anticipates a repeating pattern (e.g., follows and remembers movements in familiar songs or rhymes, recognizes a repeating pattern in a storybook (e.g., “Brown Bear, Brown Bear, What do You See?”).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 3	M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Pre 4	M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	Math	D. Addition and Subtraction	1.5, 2.3
	M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).	Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
Kindergarten	M.OA.K.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	M.OA.K.2: Solve addition and subtraction word problems and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	M.OA.K.3: Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	M.OA.K.4: For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	M.OA.K.5: Fluently add and subtract within 5.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Measurement and Data: M.MD.				
Describe and compare measurable attributes				
Young Infant	M.MD.i.1: Explores properties of objects (e.g., looks for what is making a sound, drops a toy and watches it fall).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	M.MD.mi.1: Shows awareness of the size of objects where the size difference is great (e.g., communicates “big ball”, shows a preference for the bigger over the smaller toy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Toddler	M.MD.t.1: Starts to use words to describe measurable attributes (e.g., big, heavy, empty).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre 3	M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims “That’s heavier!”).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has “more of ”/ “less of ” the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Kindergarten	M.MD.K.1: Describe measurable attributes of objects (e.g., length or weight). Describe several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	M.MD.K.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of ”/“less of ” the attribute and describe the difference (e.g.,directly compare the heights of two children and describe one child as taller/ shorter).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Classify objects and count the number of objects in each category				
Young Infant	M.MD.i.2: Notices the difference between familiar and unfamiliar people, objects and places (e.g., looks back and forth between people or objects as if comparing them; explores objects by banging, shaking or hitting them).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant	M.MD.mi.2 Matches two objects that are the same and selects similar items from a group (e.g., matches two identical toys, points out all the blue plates at snack).	Cognitve	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	M.MD.t.2: Groups two or more objects by one attribute (e.g., labels all the big animals “mama” and the small animals “baby”, puts all the red items in one pile and the non red items in another).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	M.MD.t.3: Names groups of 1-2 items (e.g., shown an pair of shoes says “two shoes”) (precursor to subitizing).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Pre 3	M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Pre 4	M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	M.MD.p4.4: Collects data by categories to answer simple questions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Kindergarten	M.MD.K.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Geometry: M.G.				
Identify and Describe Shapes				
Young Infant	M.G.i.1: Exhibits some sense of size, color and shape recognition of objects in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	M.G.mi.1: Explores geometric shapes through manipulating objects (e.g., blocks, containers, other objects).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddler	(Circles, squares, typical triangles)			
	M.G.t.1: Demonstrates an understanding of simple location/position words (e.g., under, in, out).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	M.G.t.2: Matches basic shapes with different orientations and sizes (e.g., point to a group of various size circles and communicates that they are all circles).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Pre 3	(Squares, circles, triangles, rectangles)			
	M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	Cognitive	C. Conceptual Knowledge	4 (All)
	M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Pre 4	(Squares, circles, triangles, rectangles, cubes, cones, cylinders and spheres)			
	M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	Cognitive	C. Conceptual Knowledge	4 (All)
	M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	<i>(Squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)</i>			
	M.G.K.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	Cognitive	C. Conceptual Knowledge	4 (All)
	M.G.K.2: Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M.G.K.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Analyze, compare, create and compose shapes				
Young Infant	M.G.i.2: Explores the properties of objects by reaching for and grasping a toy or by mouthing the object.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	M.G.mi.2: Uses trial and error strategies to fit objects together (e.g., experiments with how objects fit in space: stack, sorts, dumps, pushes, pulls, twists, turns).	Fine Motor	A. Reach, Grasp, and Release	3 (All)
		Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
Toddler	M.G.t.3: Manipulates shapes to place in a form board or simple puzzle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Pre 3	M.G.p3.3: Analyzes and compares shapes in different sizes and orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4			
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
M.G.p4.4: Creates shapes during play by building, drawing, etc.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Kindergarten			
M.G.K.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
M.G.K.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
M.G.K.6: Compose simple shapes to form larger shapes (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Science (S)				
Motion and Stability: Forces and Interactions				
Young Infant	S.i.1: Occasionally uses simple problem-solving to reach objects (e.g., pulls on blanket on which object lies).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	S.i.2: Repeats behaviors to figure out cause and effect (e.g., shakes a rattle to make the sound; toy released from up high always drops down).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Mobile Infant	S.mi.1: Purposefully initiates actions on objects to make things happen (e.g., banging on pots /pan, touches different parts of a musical toy to make the music start again).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	S.mi.2: Notices objects in motion and acts on that object to replicate the motion (e.g., pushes button on pop up toy, dropping items).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
		Fine Motor	B. Functional Skill Use	1 (All)
Toddler	S.t.1: Demonstrates an understanding of basic cause and effect.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	S.t.2: Acts upon objects to see any novel movement their action causes (e.g., throwing a ball hard vs. soft, kicking a ball, hammering, push toys on sloped surfaces).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Pre 3	S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing, twisting, gravity).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Kindergarten (Kansas Early Learning Standard)	K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	K-PS3-C: Relationship between energy and forces. A bigger push or pull makes things go faster.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K- PS2-2: Analyze data to determine if a design solution works as intended to change the speed or directions of an object with a push or a pull.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	K-PS2-A: Forces and Motion- pushes and pulls can have different strengths and directions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-PS2-B: Types of Interactions- when objects touch or collide, they push one another and can change motion.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Energy				
Young Infant	N/A			
Mobile Infant	N/A			
Toddler	N/A			
Pre 3	S.p3.2: Makes simple observations of the characteristics of the sun (e.g., “The sun is bright!” “ It’s hot out here in the sun.” “At night it gets dark because the sun goes away”).	Cognitive	E. Scientific Discovery	2.3 Makes observations

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	S.p.4.3: Demonstrates an understanding that the sun provides light and warmth.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergarten (Kansas Early Learning Standard)	K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	K-PS3-3-B: Conservations of Energy and Energy Transfer-sunlight warms the Earth's surface.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
From Molecules to Organisms: Structures and Processes				
Young Infant	S.i.3: Shows interest in animals.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	S.mi.3: Shows interest in living things and observes and/or engages with them in a respectful way (e.g., is gentle with animals, plants).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddler	S.t.3: Names familiar objects, animals, body parts (e.g., arm, hand, arm).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	S.t.4: Begins to identify traits of living things (e.g., the sound a duck makes).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	S.t.5: Demonstrates an understanding that people and animals need food and water to live.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 3	S.p.3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.p.3.4: Understands that living things need air, water and food.	Cognitive	E. Scientific Discovery	2.3 Makes observations

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergarten (Kansas Early Learning Standard)	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-LS1-C: Organization for Matter and Energy Flow in Organisms- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Earth's Systems				
Young Infant	S.i.4: Turns head toward or away from weather.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Mobile Infant	S.mi.4: Demonstrates a variety of responses to changes in weather.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddler	S.t.6: Beginning to identify weather occurrences (e.g., sun, rain, snow).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 3	S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten (Kansas Early Learning Standard)	K-ESS2-1: Use and share observations of local weather conditions to describe patters over time.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS2-D: Weather and Climate- weather is the combination of sunlight, wind, snow or rain and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS2-1: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS2.E: Biogeology - plants and animals can change their environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-C: Human Impacts on Earth Systems- Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Earth and Human Activity				
Young Infant	N/A			
Mobile Infant	N/A			

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	S.t.7: Demonstrates an understanding that people and animals can live in different places (e.g., fish live in the water).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	S.t.8: Enacts animals’ activities (e.g., eating, sleeping) in pretend play. Moves toy animals to mimic animals in the wild.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Pre 3	S.p3.7: Comments on an animal’s appearance, behavior or habitat.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.p3.9: Makes comments about the weather. (e.g., it’s cold, it’s windy).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Pre 4	S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten (Kansas Early Learning Standard)	K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-A: Natural Resources- Living things need water, air and resources from the land and they live in places that have the things they need. Humans use natural resources for everything they do.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	K-ESS3-B: Natural Hazards- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS3-C: Human Impacts on Earth Systems- things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air and other living things.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Social Studies (SS)				
Government				
Young Infant	SS.i.1: Shows awareness of self and of other people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	SS.mi.1: Prefers familiar adults over strangers.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Toddler	SS.t.1: Identifies family members by name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Pre 3	SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 4	SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	SS.K.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Economics				
Young Infant	SS.i.2: Demonstrates beginning awareness of objects in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Mobile Infant	SS.mi.2: Identifies objects as “mine.”	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Toddler	SS.t.2: Shares with others and takes turns with adult guidance.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	SS.p3.2: Trades or exchanges materials or objects with others.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SS.p3.3: Discriminates between “yours” and “mine.”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
Pre 4	SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	SS.K.1: Understands that a person cannot have everything he/she wants, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	SS.K.2: Explains what he/she gives up when a choice is made.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	SS.K.3: Understands the use of money to purchase goods and services.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	SS.K.4: Discusses the benefits of saving money.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	SS.K.5: Gives examples of types of jobs that he/she does within the family.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geography				
Young Infant	N/A			
Mobile Infant	SS.mi.3: Demonstrates an understanding that objects and persons exist when not in sight.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
Toddler	SS.t.3: Talks about objects and people in familiar environments (e.g., home, grocery store).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 3	SS.p3.4: Uses words to indicate direction.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre 4	SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	SS.p4.5: Creates simple “maps” or drawings of familiar places.	Literacy	E. Writing	2.1 Makes representational drawings
	SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts verses mittens, swimsuit verses heavy coat).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	SS.K.6: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, left/right, near/far, here/there).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	SS.K.7: Locates major geography features (e.g., Equator, North Pole, South Pole, his/her Hometown, Kansas).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	SS.K.8: Describes characteristics of local surroundings (e.g., classroom, playground, neighborhood, city, school).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	SS.K.9: Describes seasonal changes and how they affect an individual.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	SS.K.10: Identifies ways people can maintain or improve the quality of their environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kansas, United States, and World History				
Young Infant	N/A			
Mobile Infant	SS.mi.4: Recognizes and anticipates familiar routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Toddler	SS.t.4: Identifies routines and common occurrences in his/her life.	Cognitive	B. Imitation and Memory	3. Relates past events
	SS.t.5: Recognizes the start and end of an event (e.g., clapping at the end of a song).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	SS.p3.7 Questions why and/or how people are similar or different.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...” , “ or before I moved into my new house... ”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre 4	SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SS.p4.10: Names city and state where he/she lives.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	SS.K.11: Identifies and explains how tools and technology used in the home/school meet people’s needs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	SS.K.12: Explains how each individual has a personal history. 2.(A) compares and contrasts his/her own life with life in a city and/or a rural community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SS.K.13: Identifies family customs and traditions and explains their importance.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	SS.K.14: Understands that Kansas is a state in the United States and the significance of Kansas Day as the celebration of the state’s birthday.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	SS.K.15: Locates the state of Kansas using a map of the United States.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	SS.K.16: Recognizes important Kansas state symbols (e.g., state bird – meadowlark, state flower – sunflower, state animal-buffalo).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	SS.K.17: Places events in sequential order.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	SS.K.18: Uses information to find main idea.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SS.K.19: Scans historic photographs to gain information.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	SS.K.20: Asks questions, shares information and discusses ideas about the past.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Creative Arts (C)				
Dance				
Young Infant	CA.i.1: Physical:			
	CA.i.1a: Moves body parts (e.g., sits with support).	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	CA.i.1b: Can focus on an object and follow it with focus.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	CA.i.2: Responding:			
	CA.i.2a: Responds to sounds, visual images and motions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.i.3: Creating:			
	CA.i.3a: Reaches for caregiver and objects.	Fine Motor	A. Reach, Grasp, and Release	1. Orients to events or stimulation
	CA.i.4: Understanding:			
	CA.i.4a: Moves body when happy and excited.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Mobile Infant	CA.mi.1: Physical:			
	CA.mi.1a: Pulls up to standing.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	CA.mi.1b: Sits without support.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	CA.mi.2: Responding:			
	CA.mi.2a: Reacts to vocal or observed cues.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.mi.2b: Responds to movement that has a beat or rhythm.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.mi.2c: Follows some observed actions.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	CA.mi.3: Creating:			
	CA.mi.3a: Starts and stops with music cues with adult guidance.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.mi.3b: Explores bending, stretching, small and big.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	CA.mi.4: Understanding:			
	CA.mi.4a: Controls some body movements.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	CA.mi.4b: Demonstrates following simple directions.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Toddler	CA.t.1: Physical:			
	CA.t.1a: Moves head, arms, legs, knees, elbows, fingers, toes in isolation.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	CA.t.1b: Walks, runs, jumps.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	CA.t.2: Responding:			
	CA.t.2a: When asked, moves forward, backwards, up and, down.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CA.t.2b: Begins to balance on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	CA.t.2c: Bends, reaches, stretches, rocks, sways, shakes, kicks, different parts of the body.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CA.t.3: Creating:			
	CA.t.3a: Stops and starts with music cues.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.3b: Improvises movement to fast and slow music.			
	CA.t.2: Understanding:			
	CA.t.2a: Stops and starts with music cues.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.2b: Improvises movement to fast and slow music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 3	CA.p3.1: Physical:			
	CA.p3.1a: Explores moving all body parts in isolation.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
	CA.p3.1b: Explores cross lateral movements.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	CA.p3.2: Responding:			
	CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.2b: Demonstrates the difference between still and moving.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CA.p3.2c: Moves over, under and around objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CA.p3.3: Creating:			
	CA.p3.3a: Creates high, medium and low shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CA.p3.3b: Explores and creates patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.3c: Combines axial and locomotor movements together.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	CA.p3.4: Understanding:			
	CA.p3.4a: Listens to musical cues and teacher instruction.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.4b: Dances with purpose attentive to music and instruction.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Pre 4	CA.p4.1: Physical:			
	CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	CA.p4.1b: Skips, slides, leaps.	Gross Motor	B. Movement and Coordination	7. Skips
	CA.p4.2: Responding:			
	CA.p4.2a: Dances to music with varying tempos.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	CA.p4.3: Creating:			
	CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	Social-Emotional	D. Independent and Group Activities	3. Initiates and completes independent activities
	CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	Social-Emotional	D. Independent and Group Activities	3. Initiates and completes independent activities

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	CA.p4.4: Understanding:			
	CA.p4.4a: Able to listen and carry out instruction.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	CA.p4.4b: Able to create movement and discovery.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	N/A			
Music				
Young Infant	CA.i.5: Physical:			
	CA.i.5a: Attends to sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CA.i.5b: Begins to make vocal sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	CA.i.6: Responding:			
	CA.i.6a: Moves body to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.i.7: Creating:			
	CA.i.7a: Demonstrates shaking or banging objects or toys.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	CA.i.8: Understanding:			
	CA.i.8a: Attends to music and rhythm patterns through caregiver touch and music exposure.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	CA.mi.5: Physical:			
	CA.mi.5a: Responds physically to various rhythmic patterns in sound.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.mi.5b: Vocalizes in response to rhythm.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	CA.mi.6: Responding:			
	CA.mi.6a: Identifies sources of sounds (i.e., dog, cat, car, etc.).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CA.mi.6b: Moves to music-rhythm.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	CA.mi.7: Creating:			
	CA.mi.7a: Chooses from variety of objects (instruments/toys).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CA.mi.7b: Explores bringing objects together to make sounds.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	CA.mi.8: Understanding:			
	CA.mi.8a: Follows and tracks various types of music through movement, facial expressions, verbalizes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.mi.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Toddler	CA.t.5: Physical:			
	CA.t.5a: Begins to verbalize words to simple songs.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	CA.t.6: Responding:			
	CA.t.6a: Responds to tempos presented in a variety of ways: physically, verbally, with instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.t.7: Creating:			
	CA.t.7a: Follows simple rhythmic patterns with musical instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.7b: Explores simple music -concepts: tempo, music scale-up to 5 note scale.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CA.t.8: Understanding:			
	CA.t.8a: Follows and tracks various types of music through movement, facial expressions, verbalize.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.8b: Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CA.p3.5: Physical:			
	CA.p3.5a: Repeats sound and rhythm patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.5b: Sings simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.6: Responding:			
	CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	Gross Motor	B. Movement and Coordination	7.1 Gallops
	CA.p3.7: Creating:			
	CA.p3.7a: Repeats song patterns and rhythmic movements to music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.7b: Sings 5-8 note scale.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CA.p3.8: Understanding:			
	CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Pre 4	CA.p4.5: Physical:			
	CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p4.6: Responding:			
	CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	B. Movement and Coordination	7.1 Gallops
	CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CA.p4.7: Creating:			
	CA.p4.7a: Creates own songs and movements, includes musical instruments.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.p4.7b: Vocalizes and uses instruments in more complex music/songs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

KS Standard		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 4	CA.p4.8: Understanding:			
	CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	N/A			
Acting/Theater				
Young Infant	CA.i.9: Physical:			
	CA.i.9a: Responds to sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.i.9b: Expresses needs with different sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	DC2.1A.i.10: Responding:			
	CA.i.10a: Responds to voices.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	CA.i.10b: Repeats sounds vocally and physically.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.i.10c: Responds to songs, chants, nursery rhymes, rhythms, pictures in books.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	CA.i.11: Creating:			
	CA.i.11a: Begins cooing, babbling.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	CA.i.12: Understanding:			
	CA.i.12a: Listens to stories, books, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.i.12b: Looks at pictures and points.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.i.12c: Recognizes songs and specific books or pictures.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mobile Infant	CA.mi.9: Physical:			
	CA.mi.9a: Imitates words.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	CA.mi.9b: Responds to another voice.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	CA.mi.9c: Follows simple directions.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	CA.mi.10: Responding:			
	CA.mi.10a: Enjoys listening to stories, songs.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.mi.10b: Understands and responds to pictures in books that create story.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	CA.mi.10c: Initiates interaction with familiar people.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	CA.mi.11: Creating:			
	CA.mi.11a: Uses vocal intonation.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	CA.mi.11b: Demonstrates simple character/animal sounds with motions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	CA.mi.12: Understanding:			
	CA.mi.12a: Responds to favorite stories.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	CA.mi.12b: Repeats repetitive phrases of stories at appropriate times or anticipates and verbalizes action of story.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	A. Early Social Communication	1.2 Participates in repetitive verbal play
Toddler	CA.t.9: Physical:			
	CA.t.9a: Beginning to follow more complex directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	CA.t.9b: Initiates conversation.			
	CA.t.9c: Asks questions to understand order of world's story.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CA.t.10: Responding:			
	CA.t.10a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.10b: Recreates plot of familiar stories or movies.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CA.t.11: Creating:			
	CA.t.11a: Talks in play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.t.11b: Moves inanimate objects (e.g., toy characters) in a play situation.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	CA.t.11c: Changes voice, emotion, body in play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.t.12: Understanding:			
	CA.t.12a: Participates in acting out nursery rhymes, fingerplays, songs (e.g., Jack Be Nimble, Jack in the Box).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.t.12b: Recreates plot of familiar stories or movies.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Pre 3	CA.p3.9: Physical:			
	CA.p3.9a: Recites nursery rhymes and simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.9b: Recalls familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	CA.p3.9c: Memorizes words in books and stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CA.p3.10: Responding:			
	CA.p3.10a: Identifies feelings - happy, sad, mad, etc.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	CA.p3.10b: Beginning to differentiate between real and pretend.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.p3.10d: Beginning to take a role in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p3.11: Creating:			
	CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p3.12: Understanding:			
	CA.p3.12a: Creates action and verbalization with costume prompt.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.p3.12b: Creates story with props/manipulatives.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Pre 4	CA.P4:9: Physical:			
	CA.p4.9a: Takes a role in acting out a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.p4.9b: Creates dialogue specific to a type of character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p4.10: Responding:			
	CA.p4.10a: Anticipates story plot and structure of story.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	CA.p4.10b: Assumes roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p4.10c: Interacts with others in listening and responding in dramatic role.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CA.p4.10d: Demonstrates feelings with body and voice.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Pre 4	CA.p4.11: Creating:				
	CA.p4.11a: Dictates a story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story	
	CA.p4.11b: Repeats dialogue and movement to tell a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play	
	CA.p4.11d: Uses costumes to create character with dialogue.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	CA.p4.11f: Uses props/objects in creative ways to promote and create story.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play	
	CA.p4.12: Understanding:				
	CA.p4.12a: Retells stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story	
	CA.p4.12b: Uses imagination to create dramatic roles.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences	
	Kindergarten	N/A			
	Visual Arts				
Young Infant	CA.i.13: Physical:				
	CA.i.13a: Responds to light, color.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation	
	CA.i.13b: Explores sensory materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects	
	CA.i.14: Responding:				
	CA.i.14a: Responds to various textures and sensory materials - fabric, water, sand, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects	

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Infant	CA.i.15: Creating:			
	CA.i.15a: Splashes water, blows bubbles.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	CA.i.16: Understanding:			
	CA.i.16a: Beginning to imitate sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	CA.i.16b: Favors objects/sensory materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Mobile Infant	CA.i.16c: May attach to a special object - blanket, "lovey.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CA.mi.13: Physical:			
	CA.mi.13a: Scribbles with crayon.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	CA.mi.13b: Crawls on textures - fabric, wood, bubble wrap.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	CA.mi.14: Responding:			
	CA.mi.14a: Examines small objects and details.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.mi.14b: Grasps objects with thumb and pointer finger.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	CA.mi.15: Creating:			
	CA.mi.15a: Explores sensory materials - non-toxic paint, fingerpaint, paper, playdough, sand.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.mi.16: Understanding:			
Toddler	CA.mi.16a: Repeats actions, sounds, activities, etc.	Cognitive	B. Imitation and Memory	1 (All)
		Cognitive	B. Imitation and Memory	2 (All)
	CA.t.13: Physical:			
	CA.t.13a: Grips paint brush, crayons, pipette, spray bottle.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	CA.t.13b: Makes random and disordered scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddler	CA.t.14: Responding:			
	CA.t.14a: Explores variety of art media: painting, gluing, printing, fingerpainting, clay, etc.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CA.t.14b: Shows control of paint, brushes, markers, etc.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	CA.t.15: Creating:			
	CA.t.15a: Explores and manipulates sensory materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CA.t.15b: Demonstrates self-expression with art materials.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	CA.t.16: Understanding:			
	CA.t.16a: Explores and manipulates sensory materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CA.t.16b: Demonstrates self-expression with art materials.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Pre 3	CA.p3.13: Physical:			
	CA.p3.13a: Begins use of scissors.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CA.p3.13b: Explores with natural and recycled objects.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CA.p3.14: Responding:			
	CA.p3.14a: Explores more complex art activities.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CA.p3.14b: Mixes two basic shapes - abstract rather than representational.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	CA.p3.15: Creating:			
	CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	Literacy	E. Writing	2.1 Makes representational drawings
	CA.p3.15b: Works independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

	KS Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre 3	CA.p3.16: Understanding:			
	CA.p3.16a: Mixes colors to create a new color.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	CA.p3.16b: Names shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Pre 4	CA.p4.13: Physical:			
	CA.p4.13a: Uses a variety of materials to create art.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	CA.p4.13b: Shows skill with scissors.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	CA.p4.14: Responding:			
	CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CA.p4.14b: Drawings suggest real life.	Literacy	E. Writing	2.1 Makes representational drawings
	CA.p4.14c: Drawings becoming better defined, more detail.	Literacy	E. Writing	2.1 Makes representational drawings
	CA.p4.15: Creating:			
	CA.p4.15a: Tells stories/works out problems with drawings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	CA.p4.16: Understanding:			
	CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	CA.p4.16b: Discusses own artistic creations and those of others.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Kindergarten	N/A			