



ALIGNMENT

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

WITH

**Early Childhood Indicators of Progress:
Minnesota's Early Learning Standards: Birth to Kindergarten**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Early Childhood Indicators of Progress: Minnesota's Early Learning Standards: Birth to Kindergarten (ECIPs)

This document aligns the content from the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards: Birth to Kindergarten [2017] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards: Birth to Kindergarten (2017). Retrieved from: <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7596A-ENG>

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Domain: Social and Emotional Development

Component S1-3: Self and Emotional Awareness

SE 1 Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on”

0–1 year	S1.1 Independently prompts caregiver to meet basic needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	S1.2 Uses voice or body to show likes and dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
1–2 years	S1.3 Independently attempts new challenges or activities that may or may not be successful	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S1.4 Checks with and accepts support from adult or caregiver when necessary	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
2–3 years	S1.5 Demonstrates or describes personal skills, likes, or dislikes	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	S1.6 Seeks help from adult to meet needs or solve problems	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	S1.7 Seeks out available social-emotional resources such as adults, peers or things for support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
3–4 years	S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
4–5 years, K Readiness	S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	S1.11 Engages in increasingly independent and self-directed activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
S2 Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world				
0–1 year	S2.1 Explores the world and environment around self and how things work	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
1–2 years	S2.2 Demonstrates awareness of self as separate from others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
2–3 years	S2.3 Identifies self as part of the family, culture, community, or group	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	S2.4 Describes or labels self as a boy or girl	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
3–4 years	S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
4–5 years, K Readiness	S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
		Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
S3 Emotions: Child demonstrates understanding of own emotions, others’ emotions, and awareness of emotions becoming reactions and behaviors				
0–1 year	S3.1 Expresses emotions through facial expressions, sounds, and gestures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	S3.2 Notices and responds to emotions displayed by others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
1–2 years	S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	S3.4 Associates emotions with words and 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
2–3 years	S3.5 Recognizes and describes own emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	S3.6 Shows some understanding of others’ emotional expressions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
3–4 years	S3.7 Uses words to express 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
	S3.8 Recognizes and responds to others’ emotional expression	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
4–5 years, K Readiness	S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	S3.10 Exhibits growing ability to understand and anticipate others’ emotional reactions to situations or behaviors	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Component S4-5: Self-Management

S4 Managing thinking: Child manages attention and thoughts

0–1 year	S4.1 Briefly pays attention to environmental stimuli	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	S4.2 Indicates a choice with physical or vocal response	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
1–2 years	S4.3 Focuses attention on preferred items and experiences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally,	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	S4.5 Anticipates and follows simple routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
2–3 years	S4.6 Frequently pays attention to both familiar and new objects and experiences	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S4.7 Chooses from a variety of options within the environment	Social-Emotional	D. Independent and Group Participation	3. Solves problems using multiple strategies
	S4.8 Responds to soothing or redirection when playing or learning does not go as expected	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
3–4 years	S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	S4.10 Makes self-directed choices from a greater variety of options	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	S4.11 Increasing ability to remember and follow simple two-step directions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
4–5 years, K Readiness	S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	S4.13 Talks through simple tasks and conflicts, seeking adult support as needed	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently

0–1 year	S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	S5.4 Responds to adult efforts to calm or soothe	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
	S5.5 Uses behaviors, objects, or movements to comfort self	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
1–2 years	S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	S5.8 Anticipates and actively avoids or ignores situations that cause discomfort	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S5.10 Tolerates brief delays in getting needs met	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
2–3 years	S5.11 Uses a wide variety of self- comforting behaviors	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S5.12 Communicates specific needs, wants, and discomfort to adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine	Social-Emotional	A. Early Social Communication	3. Participates in familiar social routines with caregivers
	S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances	Social-Emotional	A. Early Social Communication	3.2 Follows familiar social routines with familiar adults
	S5.15 Waits briefly to obtain something desired	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
3–4 years	S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways	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
	S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	S5.19 Demonstrates the ability to delay gratification for longer periods of time	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	5.21 Increasingly expresses feelings, needs, opinions and desires verbally	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	5.24 Shows increasing ability to stop and think before acting	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Component S6-8: Social Understanding and Relationships

S6 Social responsiveness: Child notices and responds to others and their emotions

0–1 year	S6.1 Shows interest or reacts to others' emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	S6.2 Responds to others' emotional tone and actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
1–2 years	S6.3 Imitates others' emotions and expressions	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	S6.4 Shows some individual response to others' emotional tone	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
2–3 years	S6.5 Identifies others' basic emotional cues	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
	S6.6 Shows concern for others through efforts to help or comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
3–4 years	S6.7 Shows understanding, empathy, and compassion for others through words or gestures	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	S6.8 Labels others' emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
4–5 years, K Readiness	S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	S6.10 Responds appropriately to others' emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	S6.11 Shows increasing understanding and appreciation of the perspectives of peers	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
S7 Building relationships: Child establishes and sustains relationships with others				
0–1 year	S7.1 Shows a preference for a trusted adult	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	S7.2 Notices or responds to others	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
1–2 years	S7.3 Shows preferences for one or more adults or children	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	S7.4 Shows some awareness or caution with unfamiliar adults	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	S7.5 Uses trusted adult(s) as a base from which to explore	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2–3 years	S7.6 Seeks out familiar adults and children for conversation and play	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	S7.7 Manages routine separations with decreasing amount of distress	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
3–4 years	S7.8 Shares information and participates in activities with adults and peers	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
4–5 years, K Readiness	S7.9 Builds friendships through play, learning activities and conversation with peers	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
S8 Social skills: Child responds to and interact with others in a meaningful way				
0–1 year	S8.1 Notices others and chooses similar materials or copies actions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
1–2 years	S8.2 Play with others in a parallel manner	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	S8.3 Recognizes similarities and differences between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
2–3 years	S8.4 Enters play groups using various strategies	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	S8.5 Seeks a preferred playmate	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	S8.6 Shows flexibility in roles during play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3–4 years	S8.7 Initiates, joins, and sustains cooperative play and conversations with others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	S8.8 Shows concern, respect, care, and appreciation for others and the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	S8.9 Actively helps solve problems with others	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	S8.10 Takes turns	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
4–5 years, K Readiness	S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Domain: Approaches to Learning

Component AL1-2: Initiative and Curiosity

AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things

0–1 year	AL1.1 Shows interest in the environment primarily through looking and listening	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	AL1.2 Responds to people by looking kicking legs, vocalizing, reaching	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	AL1.3 Demonstrates readiness for new experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
1–2 years	AL1.4 Uses senses to explore their environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	AL1.5 Seeks and taking pleasure in new skills	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2–3 years	AL1.6 Approaches new materials in the environment with interest	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3–4 years	AL1.7 Investigates and experiments with materials with enthusiasm	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	AL1.8 Tries different ways of combining materials	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	AL 1.9 Asks questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
4–5 years, K Readiness	AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	AL1.11 Eager to investigate new things and have new experiences	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
AL2 Wonderment: Child expresses interest in novelty				
0–1 year	AL2.1 Vocalizes in response to a new person, toy or experience	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
1–2 years	AL2.2 Bangs, moves, throws and dumps materials with pleasure	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2–3 years	AL2.3 Turns objects around, upside down and inside out to examine characteristics	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
3–4 years	AL2.4 Verbally expresses interest when encountering novel objects or events	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
4–5 years, K Readiness	AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Component AL3-6: Attentiveness, Enagagement and Persistence				
AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment				
0–1 year	AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
1–2 years	AL3.2 Stays focused on activities for a short period of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
2–3 years	AL3.3 Maintains attention for longer periods of time	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
3–4 years	AL3.4 Returns to an activity after an interruption	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	AL3.5 Engages in play with peers for extended period of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	AL3.6 Attends in a large group for short periods	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
4–5 years, K Readiness	AL3.7 Attends in large group activities led by teacher for sustained periods	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	AL3.8 Participates in large group activities and discussions	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	AL3.9 Listens to others	Social-Emotional	D. Independent and Group Participation	3.4 Alternates between speaker and listener roles during conversations with others

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
AL4 Self-direction: Child makes choices based upon own interests				
0–1 year	AL4.1 Shows preference for people, objects, and food	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
1–2 years	AL4.2 Makes choices seeking occasional assistance from adult	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
2–3 years	AL4.3 Makes choices independently	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3–4 years	AL4.4 Engages in self-initiated activities for sustained periods of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4–5 years, K Readiness	AL4.5 Creates a plan to achieve a goal and follows through to completion	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
AL5 Diligence: Child is focused and productive				
0–1 year	AL5.1 Repeats actions intentionally to achieve goals	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
1–2 years	AL5.2 Interacts with others, objects or activities for short periods of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2–3 years	AL5.3 Seeks assistance then persists to complete task	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
3–4 years	AL5.4 Works at a task despite distractions	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4–5 years, K Readiness	AL5.6 Conscientiously attempts to complete assigned tasks	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
AL6 Resilience: Child responds to challenge by adapting			
0–1 year	AL6.1 Calms self when frustrated	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
1–2 years	AL6.2 When upset, can recover in a reasonable amount of time	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
2–3 years	AL6.3 Handles transitions comfortably	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults
3–4 years	AL6.4 Copes with change, persists and moves ahead	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults
	AL6.5 Approaches new tasks with confidence	Social-Emotional	B. Social-Emotional Expression and Regulation 3. Makes positive statements about self or accomplishments
4–5 years, K Readiness	AL6.6 Maintains a positive outlook in spite of challenges	Social-Emotional	B. Social-Emotional Expression and Regulation 3. Makes positive statements about self or accomplishments
	AL6.7 Demonstrates ability to adjust to changes	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults
Component AL7-9: Creativity			
AL7 Immersion: Child becomes absorbed in the process of exploration			
0–1 year	AL7.1 Looks and listens with intensity	Cognitive	A. Sensory Exploration 1. Orients to events or stimulation
1–2 years	AL7.2 Explores environment with purpose	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
2–3 years	AL7.3 Shows preference for certain activities, objects and materials through sustained involvement	Social-Emotional	A. Interactions with Adults 4.3 Expresses desire to continue activity
3–4 years	AL7.4 Repeatedly becomes engrossed in activities of own choosing.	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities
	AL7.5 Rarely shows boredom when engaged in preferred activities	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities
4–5 years, K Readiness	AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity	Cognitive	E. Scientific Discovery 2.1 Generates specific questions for investigation

AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play

0–1 year	AL8.1 Smile, coos and laughs	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	AL8.2 Begins to be playful with familiar people and objects	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
1–2 years	AL8.3 Explores and uses materials in new and unconventional ways	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	AL8.4 Observes others when they are laughing and smiles or laughs too	Cognitive	E. Scientific Discovery	2.3 Makes observations
2–3 years	AL8.5 Shows interest in other's play and seeks out others to play	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	AL8.6 Uses a variety of voice inflections and facial expressions in play; laughs	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
3–4 years	AL8.7 Tries out various pretend roles	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	AL8.8 Experiments with new ways to combine materials when playing	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
4–5 years, K Readiness	AL8.9 Approaches tasks with imagination and inventiveness	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant				
0–1 year	AL9.1 Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a “bang”)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
1–2 years	AL9.2 Wants to do things by self and has own way of doing thing	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL9.3 Begins to play with toys, objects and materials in new, ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2–3 years	AL9.4 Begins to organize play and carry out own plans	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
3–4 years	AL9.5 Engages in inventive social play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	AL9.6 Engages in inventive play with materials	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	AL9.7 Tries out different ways to accomplish a task	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4–5 years, K Readiness	AL9.8 Becomes absorbed in the process of creating	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	AL9.9 Purposefully works to create unique products of own choosing	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Component AL10-13: Processing and Utilizing Information

AL10 Working Memory: Child stores and retrieves information in order to use it purposefully

0–1 year	AL10.1 Demonstrates understanding of object permanence	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
1–2 years	AL10.2 Uses some prior experiences to build new knowledge and solve problems	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	AL10.3 Anticipates familiar, daily events	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
2–3 years	AL10.4 Able to remember and pretend a sequence of events	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	AL10.5 Recites simple songs, rhymes, a short sequence of letters, numbers, etc.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
3–4 years	AL10.6 Recalls and follows multi step directions of increasing complexity	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Follows multistep directions without contextual cues
	AL10.7 Recites complete songs or rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4–5 years, K Readiness	AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	AL10.9 Participates in discussions about familiar topics and contributes relevant information	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections				
0–1 year	AL11.1 Imitates actions or makes a sound to represent or stand for an object or event ("Arf" or dog)	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
1–2 years	AL11.2 Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
2–3 years	AL11.3 Begins to use one object to stand for another in play. (block as a telephone)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	AL11.4 After exploring and experimenting with materials, labels their creation	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
3–4 years	AL11.5 Begins to intentionally plan how to use materials to express an idea(may have a story in mind when pretending	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	AL11.6 Notices written words represent objects, people or events and begins to use in play	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
4–5 years, K Readiness	AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate	Literacy	E. Writing	3. Writes words using conventional spelling

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
AL12 Cognitive Flexibility/ Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing				
0–1 year	AL12.1 Recognizes their actions can cause a specific response	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
1–2 years	AL12.2 Notices similarities and differences	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	AL12.3 Anticipates what will happen next	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
2–3 years	AL12.4 Makes inferences based on what is seen, heard, smelled, etc.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	AL12.5 Considers possibilities for why something happened	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
3–4 years	AL12.6 Predicts and hypothesizes what will happen next	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	AL12.7 Forms theories about why things happen	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
4–5 years, K Readiness	AL12.8 Draws conclusions and can explain their thinking	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	AL12.9 Considers another point of view and will change opinion or idea when faced with new information	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	AL12.10 Collaborates with others to investigate a situation or problem	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
AL13 Problem Solving: Child seeks and finds solutions to problems				
0–1 year	AL13.1 Notices and pays attention to things that seems miss	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
1–2 years	AL13.2 Examines objects that don’t respond as usual; attempts to make object work as expected	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
2–3 years	AL13.3 Communicates to others that there is a problem and request that they solve it	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
3–4 years	AL13.4 Makes guesses about how a problem might be solved and with support is willing to follow through to a solution	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4–5 years, K Readiness	AL13.5 Independently attempts to solve problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL13.6 Explains the possible solution and the outcome	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Domain: Language, Literacy and Communications

Component LLC 1-2: Listening and Understanding; Receptive Language

L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)

Birth to 6 months	L1.1 Turns toward and focuses on nearby adult caregiver who is speaking	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	L1.2 Watches caregiver actions and gestures	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
6–15 months	L1.3 Responds to nonverbal and verbal cues	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	L1.4 Responds to conversation, questions, and requests	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	L1.5 Responds to an object or action label such as ball or eat	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
15–24 months	L1.6 Responds to increasingly complex sentences	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	L1.7 Responds to descriptive language about objects, actions, and concepts	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
2–3 years	L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	L1.9 Points to or places an object in/out, under/over and top/bottom when asked	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	L1.10 Notices when adults use unusual or uncommon words	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
3–4 years	L1.11 Responds to direct questions and follows simple directions	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	L1.12 Points to or places objects before, after, above, and below based on verbal cues	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	L1.13 Follows directions that involve two or more steps	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
K Alignment	K 0.8.1.1.d Follows basic oral direction	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	K 0.8.1.1.a Follows agreed upon rules for discussions	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules

Component LLC 3-4: Communicating and Speaking; Expressive Language

L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas

Birth to 6 months	L2.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	L2.2 Begins a conversation through body movements	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
6–15 months	L2.3 Uses sounds, gestures, or actions to communicate and express needs and wants	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	L2.4 Makes different sounds in response to objects, people, or activities	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
15–24 months	L2.5 Uses real or made-up words or signs to express basic wants and needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	L2.6 Adds to or extends conversations with others	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
2–3 years	L2.7 Uses sounds, signs, words, phrases for desires and interests	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	L2.8 Begins to ask "why" questions	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	L2.9 Starts conversations with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3–4 years	L2.10 Continues conversations with comments or questions	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
4–5 years, K Readiness	L2.11 Negotiates, shares, plans, and solves problems with others	Social-Emotional	D. Social Use of Language	4. Resolves conflicts using negotiation
	L2.12 Asks and answers questions to seek help or get information	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
K Alignment	K 0.8.1.1.b Continue a conversation through multiple exchanges	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	K 0.8.3.3 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. Provides and seeks information while conversing using words, phrases, or sentences

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
L3 Vocabulary and syntax: Child understands word order and grammatical rules				
Birth to 6 months	L3.1 Imitates and repeats pitch and duration of caregiver sounds	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
6–15 months	L3.2 Uses a few words or word approximations to represent concepts	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	L3.3 Names a few objects and people	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	L3.4 Imitates animal and other environmental sounds	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
15–24 months	L3.5 Constructs simple two- word sentences object and action)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	L3.6 Rapidly increases use and number of sounds and words	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2–3 years	L3.7 Uses increasingly complex and varied vocabulary and language	Social-Communication	C. Communicative Expression	All
	L3.8 Rapidly increases use of descriptive words such as giant, scary, silly	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	L3.9 Uses verbs such as have, had, or will in everyday conversation	Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
3–4 years	L3.10 Uses short sentences to shares information about experiences, people, places, and things	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L3.11 Uses increasingly precise adverbs such as quietly, loudly, quickly	Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	L3.12 Uses more new and precise words	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	L3.14 Uses sentences that express logical relationships between concepts	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L3.15 Uses increasingly specific words to name objects and their features and functions	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	L3.16 Shares information about experiences, people, places, and things in sequence	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
K Alignment	K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	K 0.8.6.6 Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Component LLC 5-13: Emergent Reading

L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts

Birth to 6 months	L4.1 Likes to be read to and shown pictures	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
6–15 months	L4.2 Makes sounds while looking at text or images	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	L4.3 Points to a few pictures in books and in response to adult questions	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	L4.4 Demonstrates interest and involvement with books and other print materials	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
15–24 months	L4.5 Relates an object in a book or print to the real object	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	L4.6 Imitates reading	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
2–3 years	L4.7 Shows interest in both pictures and text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	L4.8 Asks for or picks out favorite texts	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	L4.9 Focuses on a book while listening to the reader	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
3–4 years	L4.10 Shows persistence with longer and more complex narratives and informational text	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L4.11 Offers a personal response to stories read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
4–5 years, K Readiness	L4.12 Actively participates in reading activities with enjoyment and purpose	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	L4.13 Retells familiar stories using the book as a guide	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
K Alignment	K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks	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
		Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language				
Birth to 6 months	L5.1 Looks at caregiver's lips and face when caregiver is speaking	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	L5.2 Pays attention to sounds in the environment and the spoken language from caregivers	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6–15 months	L5.3 Shows interest in songs, rhymes, chants, and stories	Literacy	B. Phonological awareness	1.2 Participates in repetitive verbal play
	L5.4 Recognizes sounds used by speakers of child's home language	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
15–24 months	L5.5 Imitates sounds heard in the environment	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	L5.6 Identifies sounds heard in the environment	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
2–3 years	L5.7 Repeats different sounds in rhymes and familiar words	Literacy	B. Phonological awareness	1.2 Participates in repetitive verbal play
	L5.8 Distinguishes between spoken language and environmental sounds	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	L5.9 Recalls previously heard words, songs, and rhymes	Literacy	B. Phonological awareness	1.1 Identifies rhyming words
3–4 years	L5.10 Shows interest in and associates sounds with words	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	L5.11 Playfully explores sounds, words, and language, including rhyme and alliteration	Literacy	B. Phonological awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological awareness	4.1 Blends separate CVC sounds into simple words
4–5 years, K Readiness	L5.12 Identifies and continues sound patterns in words	Literacy	B. Phonological awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological awareness	3.1 Blends syllables into two- and three-syllable words
	L5.13 Plays with the sounds in spoken language, independent of meaning	Literacy	B. Phonological awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological awareness	4.1 Blends separate CVC sounds into simple words
K Alignment	K 0.3.0. 0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Literacy	B. Phonological awareness	All

L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters

Birth to 6 months	L6.1 Recognizes familiar faces	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
6–15 months	L6.2 Shows interest in familiar photos, pictures, and drawings	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
15–24 months	L6.3 Recognizes familiar photos, pictures, drawings	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
2–3 years	L6.4 Recognizes symbols, colors, and shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3–4 years	L6.5 Points to and names some letters (especially in their own name)	Literacy	C. Conceptual Knowledge	1.4 Names letters in own first name
4–5 years, K Readiness	L6.6 Recognizes how features of a letter combine to make a specific letter	Literacy	C. Conceptual Knowledge	1. Names all uppercase and lowercase letters of alphabet
	L6.7 Differentiates between letters and other symbols	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
K Alignment	K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print

Birth to 6 months	L7.1 Explores books by grasping and bringing to mouth to suck and chew	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
6–15 months	L7.2 Attempts to hold board books with both hands	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	L7.3 Turns pages of board books	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
15–24 months	L7.4 Turns book or text right side up	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
2–3 years	L7.5 Identifies front and back of book	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	L7.6 Demonstrates understanding that print has meaning	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
3–4 years	L7.7 Looks at books or shares them from front to back	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
4–5 years, K Readiness	L7.8 Recognizes some parts of a book and conventions of print	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	L7.9 Knows that English print is left to right and top to bottom	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	L7.10 Points to words and attempts to read, or asks, “what does it say?”	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
K Alignment	K 0.3.1.1 (a-d) Demonstrates understanding of the organization and basic features of print	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
L8 Comprehension of narrative text: Child understands the events and order of events in a story				
Birth to 6 months				
6–15 months	L8.1 Pays attention to stories read out loud	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	L8.2 Points to or gestures toward characters during reading	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
15–24 months	L8.3 Understands stories read or told	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	L8.4 Talks about, gestures, or points to characters and events during reading or storytelling	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	L8.5 Relates objects in stories to objects in the real world	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	L8.6 Talks about characters and events during reading	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
2–3 years	L8.7 Asks and answers questions during story reading	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	L8.8 Acts out, draws, or describes parts of a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	L8.9 Can identify and describe basic information from the text	Social-Communication	D. Vocabulary and Story Comprehension	2.2 Describes objects, people, and events as part of social exchange
3–4 years	L8.10 Retells important information from a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	L8.11 Tells simple stories and experiences about own life	Social-Communication	D. Vocabulary and Story Comprehension	2.2 Describes objects, people, and events as part of social exchange
	L8.12 Responds to and uses vocabulary related to key concepts in the text	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
4–5 years, K Readiness	L8.13 Predicts what will happen next in a story using words or drawings	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	L8.14 Retells a story using a variety of media, materials, and props	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	L8.15 Restates and describes the concepts from the text	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Alignment	K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	K 0.1.1.1 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
Component LLC 14: Writing				
L9 Writing conventions: Child understands the forms and function of written language				
Birth to 6 months	L9.1 Grasps and squeezes a toy or object	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	L9.2 Uses hands or feet to make a connection with objects or people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6–15 months	L9.3 Coordinates eye and hand movements and has control over grasp	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
15–24 months	L9.4 Uses small muscles to do simple tasks	Fine Motor	B. Functional Skill Use	All
		Fine Motor	C. Mechanics of Writing	All
	L9.5 Attempts to use a variety of writing tools such as crayons and markers	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
2–3 years	L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	L9.7 Demonstrates interest in writing as a way of communicating	Literacy	E. Writing	2. Writes and draws for a variety of purposes
3–4 years	L9.8 Uses letter-like symbols to make letters or words	Literacy	E. Writing	3.4 Writes using “scribble writing”
	L9.9 Uses drawing to represent writing	Literacy	E. Writing	2. Writes and draws for a variety of purposes

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	L9.10 Writes own name, and words about things that interest them	Literacy	E. Writing	3.2 Prints first name
	L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	L9.12 Uses invented spelling	Literacy	E. Writing	3.1 Writes using developmental spelling
	L9.13 Uses words, pictures, letters, or letter- like symbols to communicate information and ideas, or compose original stories	Literacy	E. Writing	2. Writes and draws for a variety of purposes
K Alignment	K 0.6.3.3 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

Domain: The Arts

Component A 1-2: Exploring the Arts

A1 Child shows an interest in learning about different artistic experiences

0–1 year	A1.1 Actively explores their environment (through song, music, movement etc) to enrich their senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
1–2 years	A1.2 Begins to choose senses to explore	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2–3 years	A1.3 Investigates different art experiences	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3–4 years	A1.4 Select their own art experience during play	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
4–5 years, K Readiness	A1.5 Integrates a variety of art experiences during play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
K Alignment				

A2 Child can distinguish differences within each area of artistic expression

0–1 year	A2.1 Notices differences	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
1–2 years	A2.2 Show a preference for toys, people, experiences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
2–3 years	A2.3 Chooses a artistic expression of their choice	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3–4 years	A2.4 Uses art- related vocabulary when discussing different media (stage, easel, brush, etc...	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
4–5 years, K Readiness	A2.5 Discuss differences among artistic expression	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
K Alignment	K1.1.1.1 – K1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K1.2.5.1 Identify the tools, materials and techniques from a variety of two- and three- dimensional media such as drawing, printmaking, ceramics or sculpture	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Component A 3-4: Using the Arts to Express Ideas and Emotions

A3 Child demonstrates interest and emotions in artistic expression

0–1 year	A3.1 Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
1–2 years	A3.2 Shows emotion when engages in artistic expression	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
2–3 years	A3.3 Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc...) and shares ideas	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3–4 years	A3.4 Demonstrates their preference by combining artistic elements (color, sound, media etc...)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
4–5 years, K Readiness	A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
K Alignment	K2.1.2.2 Revise creative work based on feedback of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

A4 Child understands patterns in artistic media

0–1 year	A4.1 Imitates sounds, motions and gestures	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
1–2 years	A4.2 Shows preference for familiar sounds, motions and gestures	Social-Emotional	A. Interactions with Adults	1.1 Quiets to familiar voice
2–3 years	A4.3 Begins to duplicate artistic patterns	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3–4 years	A4.4 Extends their artistic patterns with sounds, music, motions, gestures and materials	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4–5 years, K Readiness	A4.5 Creates their own artistic patterns	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Alignment	K1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms (and other standards in the strand Artistic Foundations)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Component A5: Self-Expression in the Arts				
A5 Child uses art for self-expression				
0–1 year	A5.1 Expresses emotions when exposed to the arts	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
1–2 years	A5.2 Shows preference in a variety of the arts to express oneself	Social-Communication	A. Interactions with Adults	4.2 Makes choices to express preferences
2–3 years	A5.3 Shares feelings and ideas through the arts	Literacy	E. Writing	2. Writes and draws for a variety of purposes
3–4 years	A5.4 Describes own feelings through artistic expression	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4–5 years, K Readiness	A5.5 Intentionally uses art for self-expression	Literacy	E. Writing	2. Writes and draws for a variety of purposes
K Alignment	K3.1.2.1 Share and describe a personal media work	Literacy	E. Writing	1.1 Dictates description of drawing

Domain: Social Systems

Component SS1-2: Community, People and Relationships

SS1 Self-identity in the community: Understands the different ways people form their identity

0–1 year	SS1.1 Shows a preferences for familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds	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
1–2 years	SS1.3 Demonstrates preference for favorite toys, clothing and activities	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
2–3 years	SS1.4 Begins to explore the physical characteristics that make an individual unique	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SS1.5 Asks questions about similarities and differences in other people in the community	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
3–4 years	SS1.6 Describes their role(s) within the family and familiar environment	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SS1.7 Identifies similarities and differences in people	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
4–5 years, K Readiness	SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SS1.9 Demonstrates an understanding that families vary	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	SS1.10 Identifies some family traditions and customs	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
K Alignment				

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
SS2 Civics: Child understands what it means to be a member of a community				
0–1 year	SS2.1 Makes wants and needs known	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	SS2.2 Shows interest in stories and songs	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
1–2 years	SS2.3 Develops an expectation and understanding of routines within a familiar environment	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SS2.4 Shows interest in other children and objects	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
2–3 years	SS2.5 Demonstrates an understanding of the expectations in a familiar environment	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
3–4 years	SS2.6 Describes different roles of people in the community	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SS2.7 With modeling and support, follows classroom rules and routines	Social-Emotional	C. Interactions with Peers	3. Follows context-specific rules
4–5 years, K Readiness	SS2.8 Practices the ways groups make choices and decisions with support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SS2.9 Demonstrates an understanding of rules and why they are important	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	SS2.10 Participates in a variety of roles in the early childhood environment	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	SS2.11 Demonstrates awareness of familiar jobs and what’s needed to perform them	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
K Alignment	K1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Component SS3-4: Change over Time

SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events

0–1 year	S3.1 Participates in physical care routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
1–2 years	S3.2 Notices sequence of a daily routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2–3 years	S3.3 Begins to use language about time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	S3.4 Notices age and size differences between self and others	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	S3.5 Notices change in a daily routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3–4 years	S3.6 Uses language to recall events in time (“yesterday,” “today,” “tomorrow” “when I was a baby,” “last time”)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	S3.7 Begins to see self placed in time between older and younger family members and friends	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	S3.9 Talks about recent family or friend events and their impact on self	Cognitive	B. Imitation and Memory	3. Relates past events
4–5 years, K Readiness	S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy	Social-Communication	A. Early Social Communication	3.1 Initiates next step of familiar social routine
	S3.11 Compares self to older and younger family members and friends with specific examples	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	S3.12 Describes a chronological order in a series of familiar events	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	S3.13 Reflects on the impact of past, present and some future events on self and family	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
K Alignment	K4.1.1.1 Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions				
0–1 year	SS4.1 Recognizes familiar people and toys or objects	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
1–2 years				
2–3 years				
3–4 years	SS4.2 Demonstrates curiosity about family and culture	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	SS4.3 Shares stories about family, culture and traditions	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
4–5 years, K Readiness	SS4.4 Asks more questions about families and culture to build deeper understanding	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	SS4.5 Compares own cultural traditions with others to understand similarities and differences	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
K Alignment	K4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Component SS5-6: Environment				
SS5 Conservation: Understands that some environmental resources are limited				
0–1 year				
1–2 years	SS5.1 Helps to put away toys or throw out trash	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	SS5.2 Participates in self-care routines	Social-Emotional	A. Interactions with adults	3. Participates in familiar social routines with caregivers
2–3 years	SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
3–4 years	SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
4–5 years, K Readiness	SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
K Alignment	K1. 1. 1 Demonstrate civic skills in a classroom that reflect an understanding of civic values	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

SS6 Physical characteristics of community: Child can identify important physical features in their environment

0–1 year				
1–2 years	SS6.1 Begins pretend play with blocks, dolls and other toys	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
2–3 years	SS6.2 Explores physical environments where people live, work and play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3–4 years	SS6.3 Identifies and describes significant objects and places in familiar environments	Cognitive	E. Scientific Discovery	2.3 Makes observations
4–5 years, K Readiness	SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	SS6.5 Uses tools to represent immediate environment	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
K Alignment	K3. 1. 1. 1 Describe spatial information depicted in simple drawings and pictures	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Component SS7: Economics

SS7 Economic reasoning: Child begins to understand basic economic principles

0–1 year				
1–2 years				
2–3 years	SS7.1 Participates in turn taking activities with support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SS7.2 Asks for needs to be met	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	SS7.3 Explores the exchange of goods	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
3–4 years	SS7.4 Participates in turn taking with increasing independence	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	SS7.5 Describes basic needs for living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	SS7.6 Begins to understand the use of trade or money to obtain goods and services	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4–5 years, K Readiness	SS7.7 Negotiates and shares with other children during play	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	SS7.8 Begins to label individual needs and wants with support	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SS7.9 Identifies goods and services that could meet a specific need or want	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
K Alignment	K1.1.1.1 Demonstrates civic skills in a classroom that reflect an understanding of civic values	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	K2.1.1.1 Distinguishes between individual needs (conditions necessary to survive) and individual wants (conditions necessary to be happy)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K2.1.1.2 Identify goods or services that could satisfy a specific need or want	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Component SS8: Technology

SS8 Digital citizenship: The ability to choose and use some digital technology appropriately*

0–1 year				
1–2 years				
2–3 years				
3–4 years	SS8.1 With support, explores all tools, including digital tools, to enhance learning	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4–5 years, K Readiness	SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	SS8.3 With support, engages in responsible use of all tools including digital technology	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
K Alignment				

Domain: Physical and Motor Development

Component P1-4: Gross Motor

P1 Early infancy - reflexive movements: Child moves involuntarily: not purposefully initiating movement

0–1 year	P1.1 Laying on back, kicks legs and waves arms	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	P1.2 Laying on tummy, holds head up	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
1–2 years				
2–3 years				
3–4 years				
4–5 years, K Readiness				

P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully

0–1 year	P2.1 Rolls over: tummy to back/back to tummy	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
	P2.2 Moves into/out of sitting	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
1–2 years				
2–3 years				
3–4 years				
4–5 years, K Readiness				

P3 Locomotion: Childs moves their body through space from one place to another

0–1 year	P3.1 Crawls by one of these methods: -On tummy using arms/legs (tummy/commando) - Two straight arms and one bent leg (3-point), - Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	P3.2 Pulls to stand up against furniture	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves)	Gross Motor	B. Movement and Coordination	3.4 Cruises
	P3.4 Walks with assistance	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
1–2 years	P3.5 Crawls up a few stairs with adult observing	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	P3.6 Walks independently	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	P3.7 Runs freely	Gross Motor	B. Movement and Coordination	5.1 Runs
2–3 years	P3.8 Crawls up 3 to 5 stairs	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	P3.9 Walks on some different surfaces	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	P3.10 Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot to same stair)	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	P3.11 Runs in games and freely	Gross Motor	B. Movement and Coordination	5.1 Runs
	P3.12 Climbs onto/off furniture	Gross Motor	C. Active Play	2.2 Climbs play equipment
	P3.13 Jumps with two feet over a line	Gross Motor	B. Movement and Coordination	6. Jumps forward

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
3–4 years	P3.14 Crawls under and around 3 or more objects in an obstacle course	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	P3.15 Walks along a wide (12" >) slightly raised straight pathway with assistance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	P3.16 Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	P3.17 Climbs on play equipment	Gross Motor	C. Active Play	2.2 Climbs play equipment
	P3.18 Hops on one foot a few times	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	P3.19 Jumps off slightly elevated height with two feet	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	P3.20 Jumps with two feet over and out of spaces or objects on floor ("river" w rope or tape markers/hula hoops)	Gross Motor	B. Movement and Coordination	6. Jumps forward
4–5 years, K Readiness	P3.21 Walks on a wide (12">) slightly raised pathway	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	P3.22 Walks up and down stairs holding handrail	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	P3.23 Jumps off variable heights using a one-foot lead or with two feet	Gross Motor	B. Movement and Coordination	6. Jumps forward
	P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop)	Gross Motor	B. Movement and Coordination	7.1 Gallops
	P3.25 Moves many times through an obstacle course: over, under and around	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
P4 Object control: Child can manipulate objects to propel or receive				
0–1 year				
1–2 years	P4.1 Pushes and pulls toys while walking	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	P4.2 Throws small balls	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
2–3 years	P4.3 Pushes medium size ball forward with foot	Gross Motor	C. Active Play	1.4 Kicks ball
	P4.4 Rolls a small ball to close target	Gross Motor	C. Active Play	1.4 Kicks ball
	P4.5 Throws a small ball close to target	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	P4.6 Pushes with legs while sitting on a scooter or balance bike	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
3–4 years	P4.7 Kicks a medium-sized ball	Gross Motor	C. Active Play	1.4 Kicks ball
	P4.8 Throws a large playground ball using two hands	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	P4.9 Catches a large or medium ball by cradling in arms toward body	Gross Motor	C. Active Play	1.3 Catches ball
	P4.10 Peddles a tricycle or riding toys	Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
4–5 years, K Readiness	P4.11 Kicks playground ball or small soccer ball to a close wide target	Gross Motor	C. Active Play	1.4 Kicks ball
	P4.12 Throws a small ball with some accuracy to a target or person	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	P4.13 Catches a large or medium-sized ball using two hands	Gross Motor	C. Active Play	1.3 Catches ball
	P4.14 Bounces and catches a playground ball a few times using two hands	Gross Motor	C. Active Play	1.3 Catches ball
	P4.15 Attempts to pump legs to swing on swing	Gross Motor	C. Active Play	2.1 Moves swing back and forth

Component P5-6: Fine Motor

P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

0–1 year	P5.1 Reaches for toy, grasps it and releases	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	P5.2 Grasps small food objects using finger and thumb	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	P5.3 Transfers object from one hand to other hand	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
1–2 years	P5.4 Grasps toys, objects to release into container	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	P5.5 Dumps out toys and objects from a container	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	P5.6 Turns pages of a board book	Literacy	A. Reach, Grasp, and Release	2.1 Turns pages of book from beginning toward end
	P5.7 Begins to grasp crayon to scribble	Fine Motor	A. Reach, Grasp, and Release	1.4 Scribbles
	P5.8 Stacks a few blocks	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
2–3 years	P5.9 Turns pages of a book	Literacy	A. Reach, Grasp, and Release	2.1 Turns pages of book from beginning toward end
	P5.10 Grasps a crayon to scribble	Fine Motor	A. Reach, Grasp, and Release	1.4 Scribbles
	P5.11 Stacks 4 blocks	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
3–4 years	P5.12 Grasps a simple puzzle piece and can place a few pieces in the puzzle	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	P5.13 Draws freely on paper	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	P5.14 Strings large beads	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	P5.16 Draws letters and/or part of name with some reversals	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	P5.17 Draws stick people and some objects	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines

P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene

0–1 year	P6.1 Assists with dressing by lifting leg, arm, etc.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	P6.2 Feeds self with hands	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	P6.3 Begins to drink from a cup	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
1–2 years	P6.4 When being dressed or undressed, assists with some clothes	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	P6.5 Feeds self with hands and begins to use a child-size spoon	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	P6.6 Drinks from a cup	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	P6.7 Helps put away a few toys	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
2–3 years	P6.8 Attempts to dress self for indoors with support (help with buttons and zippers)	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	P6.9 Helps put away toys	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	P6.10 May use the bathroom with assistance	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
3–4 years	P6.11 Assists with putting shoes on and taking them off	Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	P6.12 Assists with putting boots on and taking off	Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
				2.6 Puts on shoes
	P6.13 Puts on coat and takes coat off with assistance	Adaptive	C. Dressing and Undressing	1.2 Takes off pullover clothing over head
		Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
		Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
		Adaptive	C. Dressing and Undressing	2.4 Puts on pull-up clothing

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	P6.14 Dresses with near independence	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	P6.15 Puts shoes on the correct feet. May need help with ties and fasteners	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners	Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
	P6.17 Puts coat on and takes off	Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
		Adaptive	C. Dressing and Undressing	2.4 Puts on pull-up clothing
		Adaptive	C. Dressing and Undressing	1.2 Takes off pullover clothing over head
		Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	P6.18 Uses the bathroom independently	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions

Domain: Mathematics

Component M1-6: Number Knowledge

M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity

0–1 years	M1.1 Releases one item to reach for another	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	M1.2 Uses body language to indicate a desire for more	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
1–2 years	M1.3 Imitates use of at least one number word	Cognitive	B. Imitation and Memory	2. Imitates novel words
	M1.4 Imitates counting	Math	A. Counting	1. Counts out 3 items
2–3 years	M1.5 Recites number words but not necessarily in the correct order	Math	A. Counting	2.2 Recites numbers 1–10
	M1.6 Recites number words correctly, up to 3	Math	A. Counting	1.2 Recites numbers 1–3
	M1.7 Names familiar numerals	Math	A. Counting	4.1 Recites numbers 31–100
				4.2 Recites numbers 1–30
3–4 year, K-Readiness	M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play	Math	A. Counting	1. Counts out 3 items
	M1.9 Orders a few objects by size with assistance	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M1.10 Recites number words in the correct sequence up to 10	Math	A. Counting	2.2 Recites numbers 1–10
	M1.11 Recognizes when others make errors in the number word sequence	Math	A. Counting	2.2 Recites numbers 1–10
	M1.12 Points to objects while reciting number word sequence	Math	A. Counting	3. Counts out 20 items
	M1.13 Begins to write number-like forms	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5, K-Readiness	M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects	Math	A. Counting	4.2 Recites numbers 1–30
	M1.15 Recites number words aloud, backward, down from at least 10 without objects	Math	A. Counting	2.2 Recites numbers 1–10
	M1.16 Is able to name the next number word for numbers up to 9	Math	A. Counting	2.2 Recites numbers 1–10
	M1.17 Reads and writes numerals from 0 to 10, with some reversals possible	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
K Alignment	K.1.1.3 Count, with and without objects, forward and backward to at least 20	Math	A. Counting	3. Counts out 20 items
	K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31	Math	C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”				
0–1 years				
1–2 years				
2–3 years	M2.1 Imitates one to one correspondence	Math	A. Counting	1. Counts out 3 items
3–4 year, K-Readiness	M2.2 Correctly uses 1:1 correspondence up to 4 items	Math	A. Counting	2. Counts out 10 items
4–5 years, K Readiness	M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	Math	A. Counting	2. Counts out 10 items

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set				
0–1 years				
1–2 years	M3.1 Responds to request to give a small quantity items (one, two)	Math	A. Counting	1. Counts out 3 items
2–3 years	M3.2 Gives 1 item correctly, upon request	Math	A. Counting	1. Counts out 3 items
	M3.3 Gives 2 items or more upon request for 2, inconsistently	Math	A. Counting	1. Counts out 3 items
3–4 year, K-Readiness	M3.4 Gives exactly 4 consistently when asked	Math	A. Counting	2. Counts out 10 items
4–5, K-Readiness	M3.5 Gives 5 or more items correctly and consistently when asked	Math	A. Counting	2. Counts out 10 items
K Alignment	K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence				
0–1 years				
1–2 years				
2–3 years	M4.1 Identifies first or second item in a sequence, upon request	Math	A. Counting	1. Counts out 3 items
3–4 year, K-Readiness	M4.2 Uses terms like first; most; last; before, to refer to ordinal position	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4–5, K-Readiness	M4.3 Recognizes that a number can be used to represent a position in a sequence	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
K Alignment	K1.1.1Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have				
0–1 years	M5.1 Grasps one object and reaches for another	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
1–2 years	M5.2 Demonstrates understanding of some descriptive words, such as responding to questions	Social-Communication	B. Functional Skill Use	4. Responds to comprehension questions related to why, how, and when
	M5.3 Separates a few items into groups using own method such as color, size, etc.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M5.4 Nests smaller objects inside larger objects	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
2–3 years	M5.5 Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
3–4 year, K-Readiness	M5.6 Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
4–5 years, K Readiness	M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
K Alignment				

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes				
0–1 years				
1–2 years				
2–3 years	M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
3–4 year, K-Readiness	M6.2 States the number that comes next or before up to 5	Math	A. Counting	2.2 Recites numbers 1–10
	M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/subtracted from (respectively)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4–5 years, K Readiness	M6.4 States the number that comes next or before up to 10	Math	A. Counting	2.2 Recites numbers 1–10
	M6.5 Understands that the quantity of a set of (more than 4) objects has been changed	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	M6.6 Without recounting, can add one more to a set, even when the set isn’t visible after counting	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	M6.8 Uses simple physical strategies to combine or separate sets	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
K Alignment	K.1.1.4 Find a number that is 1 more or 1 less than a given number.	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	K1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	K1.2.2 Compose and decompose numbers up to 10 with objects and pictures.	Math	A. Counting	2. Counts out 10 items
	K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

Component M7: Measurement

M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)

0–1 years				
1–2 years	M7.1 Experiments with “full” and “empty”	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	M7.2 Orders a few objects by size with assistance	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
2–3 years	M7.3 Brings objects closer together to compare them	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M7.4 Imitates using an object to measure another object	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	M7.5 Identifies which of two small sets (less than 4) is more upon request	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	M7.6 Uses language to describe “full” and “empty”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words
3–4 year, K-Readiness	M7.7 Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4–5, K-Readiness	M7.9 Compares and orders more than two items in some way	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
K Alignment	K.3.2.1 Use words to compare objects according to length, size, weight and position.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Component M78: Patterns

M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity

0–1 years	M8.1 Anticipates familiar routines	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
1–2 years	M8.2 Carries out familiar routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	M8.3 Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
2–3 years	M8.4 Follows an unfamiliar simple pattern (sound, body, color, size, movement)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3–4 year, K-Readiness	M8.5 Recognizes repeating patterns	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	M8.6 Copies existing pattern with same materials	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M8.7 Extends a simple pattern with the same materials	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4–5 years, K Readiness	M8.8 Uses words or pictures to describe a simple pattern	Cognitive	C. Conceptual Knowledge	1. Produces multiple-word sentences to communicate
	M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M8.10 Copies complex patterns with same materials	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
K Alignment	K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, growing or shrinking such as ABB, ABB, ABB or number, sounds and movements	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Component M9-11: Geometry and Spatial Thinking

M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.

0–1 years				
1–2 years	M9.1 Shows interest in shapes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
2–3 years	M9.2 Begins to recognize 2 dimensional (2D) and 3 dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3–4 year, K-Readiness	M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M9.4 Recognizes geometric shapes in the environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4–5 years, K Readiness	M9.5 Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M9.6 Puts together (composes) and takes apart (decomposes) shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M9.7 Composes and decomposes shapes/ constructions with increasing complexity	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
K Alignment	K.3.1.1 Recognize basic two- and spheres. and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and sphere	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
M10 Transformations and symmetry: The child can locate and manipulate shapes in space				
0–1 years	M10.1 Attends and responds to moving objects and sounds, relative to themselves	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
1–2 years	M10.2 Develops increasing ability to change positions and move body from place to place	Gross Motor	B. Movement and Coordination	All
	M10.3 Demonstrates awareness of relationship between over and under, up and down, in and out	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2–3 years	M10.4 Adjusts position and movement of own body relative to objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	M10.5 Explores how objects fit together in space	Fine Motor	B. Funtional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	M10.6 Rotates objects to fit through holes	Fine Motor	B. Funtional Skill Use	3.3 Fits variety of shapes into corresponding spaces
3–4 year, K-Readiness	M10.7 Rotates, flips, or turns an object to fit once they realize object doesn’t fit a defined space	Fine Motor	B. Funtional Skill Use	3.3 Fits variety of shapes into corresponding spaces
4–5 years, K Readiness	M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M10.9 Recognizes and creates shapes that have symmetry	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
K Alignment	K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
M11 Location, spatial relationships and landmark use: The child recognizes where a person or object is in relation to other people or objects				
0–1 years	M11.1 Shows preference for familiar toys	Social-Communication	A. Interactions with Adults	4.2 Makes choices to express preferences
1–2 years	M11.2 Recognizes familiar objects from different vantage points	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2–3 years	M11.3 With verbal cues, uses simple maps to relate to real-world	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
3–4 year, K-Readiness	M11.4 Uses terms like near/far; under; below; front; middle; end	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	M11.5 Uses a simple map of a visible area to locate placement	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4–5 years, K Readiness	M11.6 Recognizes and describes position of objects in space with greater accuracy	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	M11.7 Draws a simple map	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
K Alignment	K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real-world	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Component M-12: Data Analysis

M12 Sorting: The child recognizes that objects can be sorted by attributes

0–1 years	M12.1 Recognizes differences among people and among different objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
1–2 years	M12.2 Matches items based on attributes meaningful to the child	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
2–3 years	M12.3 Explores sorting	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	M12.4 Imitates sorting	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
3–4 year, K-Readiness	M12.5 Sorts objects based on an observable attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	M12.6 Demonstrates understanding that attributes are measurable	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4–5, K-Readiness	M12.7 Describes the attribute used for sorting or comparing	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
K Alignment	K.3.1.2 Sort objects using characteristics such as shape, size, color and thickness	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.

0–1 years				
1–2 years				
2–3 years				
3–4 year, K-Readiness	M13.1 Participates in simple data collection discussed by an adult or other child	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	M13.2 Collects information by one or more attribute	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

MN Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5, K-Readiness	M13.3 Participates as group member in the collection of data that is put on a chart or graph	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
	M13.4 Sorts information by one or more attribute	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	M13.5 Independently collects data to put on a chart or graph	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
K Alignment				
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.				
0–1 years				
1–2 years				
2–3 years				
3–4 year, K-Readiness	M14.1 Identifies patterns, differences, or similarities of information collected	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	M14.2 Uses language to describe those patterns, differences or similarities of data	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4–5, K-Readiness	M14.3 Uses language to compare data	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M14.4 Uses data to answer questions and solve problems	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	M14.5 Discusses, compares and makes sense of collected data	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
K Alignment				

Domain: Scientific Thinking

Component ST1-2: Discover

ST1 Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment

0–1 year	ST1.1 Observes and responds to external stimuli	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
1–2 years	ST1.3 Indicates interest by looking, pointing or verbalizing	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2–3 years	ST1.4 Asks questions readily	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
3–4 years	ST1.5 Notices differences or similarities among materials, objects and phenomena	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	ST1.6 Uses experiences to stimulate questions	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
4–5 years, K Readiness	ST1.7 Verbally identifies obvious differences and similarities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	ST1.8 Expresses curiosity and/or formulates questions of complex 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
K Alignment	K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one's observational and descriptive with those of others	Cognitive	E. Scientific Discovery	2.3 Makes observations

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
ST2 Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings				
0–1 year	ST2.1 Explores people and objects using senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
1–2 years	ST2.2 Seeks out and explores objects and items with apparent interest	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	ST2.3 Begins using objects as tools	Cognitive	D. Reasoning	1. Uses object to obtain another object
2–3 years	ST2.4 Engages with objects of interest – whether familiar or new- for extended periods of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ST2.5 Explores properties of objects/materials to gain understanding	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	ST2.6 Identifies and uses some tools for their intended purpose	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
3–4 years	ST2.7 Seeks to gain additional knowledge in areas of interests	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	ST2.8 Explores with the intention of finding out something specific	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	ST2.9 Uses many tools as designed	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4–5 years, K Readiness	ST2.12 Uses tools in new and novel ways	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
K Alignment	K4.1.1.1 Observed compare plants and animal	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Component S3-4: Act

ST3 Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.

0–1 year	ST3.1 Demonstrates recognition of familiar items, people, and situations	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	ST3.2 Persists in looking for missing object(s)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
1–2 years	ST3.3 Demonstrates willingness to try new things	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	ST3.4 Uses simple strategies to carry out ideas	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ST3.5 Demonstrates ability to focus on one element of a situation	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ST3.6 Persists in actions or attempts to affect environment or objects	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2–3 years	ST3.7 Approaches situations with intent to achieve a simple outcome	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ST3.8 Uses a variety of strategies to carry out ideas	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ST3.9 Demonstrates ability to focus on multiple elements of a situation	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	ST3.10 Demonstrates resilience in trial and error process	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3–4 years	ST3.11 Makes a simple plan in advance to see what will happen	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	ST3.12 Uses a greater variety of strategies to carry out ideas	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ST3.13 Attempts to make a prediction of an expected outcome	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
4–5 years, K Readiness	ST3.14 Makes a plan in advance with an intended outcome	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	ST3.16 Makes a prediction when prompted	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	ST3.17 Changes a plan or refines actions when outcome is not as expected	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
K Alignment	K4.2.1.1 Observe a natural system or its model and identify living and nonliving components of the system	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
ST4 Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions				
0–1 year	ST4.1 Shows a preference for certain materials, people or situations	Social-Communication	D. Social Use of Language	4.2 Makes choices to express preferences
	ST4.2 Indicates surprise when outcome is not as expected	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
1–2 years	ST4.3 Associates objects that belong together	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	ST4.4 Asks “what happened?” or “where did it go?” as a result of an experiment	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
2–3 years	ST4.5 Recognizes obvious differences among like objects	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	ST4.6 Makes guesses at possible explanations or conclusions	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
3–4 years	ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	ST4.8 Open to more than one solution or answer to a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
4–5 years, K Readiness	ST4.10 Offers critique of an experience based on examination of outcomes	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	ST4.11 Sees outcomes as the result of one’s behavior or actions	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
K Alignment	K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K3.2.2.2 Identify the sun as a source of heat and light	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K3.2.2.1 Monitor daily and seasonal changes in weather and summarize changes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Component ST5-6: Integrate

ST5 Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others

0–1 year	ST5.1 Vocalizes in response to stimuli or individual needs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	ST5.2 Seeks out/initiates interactions from others in service of own needs	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
1–2 years	ST5.3 Uses gestures, body language or a few words to express emotions related to an activity, person or experience	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
	ST5.4 Invites others to observe actions and results	Cognitive	E. Scientific Discovery	2.3 Makes observations
2–3 years	ST5.5 Describes details associated with an experience such as materials, possible causes and effects	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	ST5.6 Listens to others ideas and points of view	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	ST5.7 Shares stories and related experiences with others unprompted	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	ST5.8 Scribbles or draws to show and/or share ideas	Literacy	E. Writing	2. Writes and draws for a variety of purposes

	MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
3–4 years	ST5.9 Verbally expresses ideas/thought process	Social-Emotional	D. Independent and Group Participation	2.2 Describes objects, people, and events as part of social exchange
	ST5.10 Seeks input from others regarding an experience	Social-Emotional	D. Independent and Group Participation	2.1 Asks questions to obtain information
	ST5.11 Verbalizes possible explanations for an outcome	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
	ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4–5 years, K Readiness	ST5.13 Retells/describes own actions in process of experimenting	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	ST5.14 Talks with others about questions, actions, ideas, observations or results	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	Cognitive	E. Scientific Discovery	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	E. Scientific Discovery	4.1 Draws conclusions about causes of events based on personal experience
	ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	Literacy	E. Writing	2. Writes and draws for a variety of purposes
K Alignment	K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one's observations and descriptions with others	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

MN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
ST6 Apply: Child leverages and uses knowledge unprompted or in a new situation.			
0–1 year	ST6.1 Finds comfort in familiar people and objects	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
1–2 years	ST6.2 Revisits and builds on past experiences	Cognitive	E. Scientific Discovery 4. Transfers knowledge
2–3 years	ST6.3 Generalizes knowledge gained from one situation to another	Cognitive	E. Scientific Discovery 4. Transfers knowledge
	ST6.4 Recognizes relevant attributes to inform the development of a rule	Cognitive	E. Scientific Discovery 3.1 Draws on prior knowledge to guide investigations
3–4 years	ST6.5 Recalls and uses information in new/ different experiences	Cognitive	E. Scientific Discovery 3.1 Draws on prior knowledge to guide investigations
	ST6.6 Generates new and more complex questions	Cognitive	E. Scientific Discovery 2.1 Generates specific questions for investigation
	ST6.7 Uses prior experience to identify details that may be relevant	Cognitive	E. Scientific Discovery 3.1 Draws on prior knowledge to guide investigations
4–5 years, K Readiness	ST6.8 Compares findings to predictions or expected results	Cognitive	E. Scientific Discovery 3. Investigates to test hypotheses
	ST6.9 Identify what to look for, measure, or test to answer questions	Cognitive	E. Scientific Discovery 3. Investigates to test hypotheses
	ST6.10 Develops and applies rules	Cognitive	E. Scientific Discovery 4.2 Demonstrates knowledge of properties of change resulting from investigations
	ST6.11 Determines approach to situation, problem or challenge based on previous experience	Cognitive	E. Scientific Discovery 3.1 Draws on prior knowledge to guide investigations
K Alignment	K1.2.1.1 Sort objects into two groups: those that are found in nature and those that are human made	Cognitive	C. Conceptual Knowledge 3.2 Classifies according to physical attribute
	K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system	Cognitive	C. Conceptual Knowledge 4.2 Identifies concrete concepts