



## ALIGNMENT

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

WITH

**New Hampshire Early Learning Standards  
(Birth through Five)**

## ***Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with New Hampshire Early Learning Standards (Birth through Five)***

This document aligns the content from the *New Hampshire Early Learning Standards (Birth through Five)* [2015] 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.

Wheatley, E.C., Cantor, P., & Carver, J. (2015). *New Hampshire Early Learning Standards Birth Through Five*. Concord, NH: NH Department of Health and Human Services. Retrieved from: <https://www.dhhs.nh.gov/dcyf/cdb/documents/nh-early-learning-standards.pdf>

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Created September 2021

## Social and Emotional Development

### Self-Concept and Social Identity

#### Self-esteem

Birth to Nine Months	Smile or are comforted when a trusted caregiver speaks kindly to them	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Nine Months to Eighteen Months	Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Eighteen to Twenty-Four Months	Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Twenty-Four to Thirty Months	Show delight in their abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Thirty Months to Three Years	Call attention to themselves in photographs or videos	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Three Years	Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-confidence				
Birth to Nine Months	Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Nine Months to Eighteen Months	Take actions in the expectation of getting a response from an adult (E.g. 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Eighteen to Twenty-Four Months	Show more awareness of their abilities	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Twenty-Four to Thirty Months	Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle’s nana spoons food onto his plate and Kyle says, “Me do it!” and reaches for the spoon.)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Thirty Months to Three Years	Show independence and competence	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Three Years	Begin to experiment with their own potential and show confidence in their own abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Social identity</b>				
Birth to Nine Months	By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Show preference for their family members and primary caregivers	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Eighteen to Twenty-Four Months	Mimic adult behavior and responses to other people	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Twenty-Four to Thirty Months	Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as “boy” or “girl.”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Thirty Months to Three Years	Identify or point to characters that resemble themselves or their family members in books or magazines	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Three Years	Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, “I’m a girl, so I can be a mommy someday.”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
<b>Attachment</b>				
<b>Relationships with primary caregivers</b>				
Birth to Nine Months	Demonstrate interest in familiar adults and develop strong attachment to primary caregivers	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Nine Months to Eighteen Months	Rely on trusted adults to feel secure trying new activities	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Eighteen to Twenty-Four Months	Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twenty-Four to Thirty Months	Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Thirty Months to Three Years	Continue to need adult approval and validation but show more competence	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Three Years	Respond appropriately to social and emotional cues of adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Relationships with less familiar adults</b>				
Birth to Nine Months	Are able, over time, to differentiate between familiar and unfamiliar adults	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Nine Months to Eighteen Months	Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Eighteen to Twenty-Four Months	Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says "hi" to him.)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twenty-Four to Thirty Months	Dependent on experience, may show more interest in unfamiliar adults, but are still cautious	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Thirty Months to Three Years	Are more comfortable around unfamiliar adults	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Three Years	May initiate contact with unfamiliar adults, when familiar adults are nearby	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
<b>Social Competence</b>				
<b>Relationships and social skills with peers</b>				
Birth to Nine Months	Demonstrate increasing awareness of other children (E.g. While lying on a blanket close to her, Carlos reaches for Becca's arm.)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Show interest in other children	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Eighteen to Twenty-Four Months	Play alongside other children, with or without acknowledging their presence	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Twenty-Four to Thirty Months	Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, "Run, run," to several other children on the playground.)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Thirty Months to Three Years	Begin to play cooperatively for brief periods with other children	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Three Years	Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, "No, go away.")	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Recognition of others' feelings				
Birth to Nine Months	May cry when another baby cries	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Show awareness in other people’s emotions	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Eighteen to Twenty-Four Months	Demonstrate interest in the feelings of another child	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Twenty-Four to Thirty Months	May try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Thirty Months to Three Years	Begin to display empathy towards other children	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Three Years	Begin to label others’ feelings and recognize reasons for those feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Behavioral regulation				
Birth to Nine Months	Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Nine Months to Eighteen Months	Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby’s hair until the teacher takes her hand and shows her how to pat the baby gently.)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Eighteen to Twenty-Four Months	With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Twenty-Four to Thirty Months	With adult guidance, can begin to tone down aggressive behaviors	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Thirty Months to Three Years	Show increased self-regulation and awareness of how their actions affect others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Three Years	Follow classroom rules and routines with guidance	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

## Emotional Competence

## Emotional expression

Birth to Nine Months	Express enjoyment and unhappiness in their environment	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
Nine Months to Eighteen Months	Begin to express a variety of feelings through vocalization, facial expressions, and body movements	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Eighteen to Twenty-Four Months	May express their feelings strongly including extended episodes and may not be easily distracted	Social-Communication	A. Early Social Communication	Child uses concrete symbolic expressions such as gestures, vocalizations, and objects to intentionally communicate.
Twenty-Four to Thirty Months	Share feelings through talking and pretend play	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Thirty Months to Three Years	Verbally relate their needs, wants, and feelings to others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Three Years	Express their feelings verbally with greater frequency	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

## Emotional regulation

Birth to Nine Months	By 9 months, stop crying when their needs are met or they expect their needs to be met	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Follow their caregiver to keep him/her in sight	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Eighteen to Twenty-Four Months	Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Twenty-Four to Thirty Months	Have difficulty regulating strong feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Thirty Months to Three Years	Begin using words to describe their feelings while still expressing strong emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Three Years	Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult



## Language Development and Emergent Literacy

## Language Development

## Listening Comprehension

## Receptive verbal communication

Birth to Nine Months	Shows interest in the speech of others and prefer familiar voices	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Nine Months to Eighteen Months	Demonstrate their understanding of others' speech through their actions, such as responding physically to simple requests (E.g. Joshua, 15 months, smiles when his father says, "Smile at Daddy.")	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Eighteen to Twenty-Four Months	May show by their actions understanding of simple statements (E.g. Blaine sits down at the table when his teacher says, "It's time to eat.")	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Twenty-Four to Thirty Months	Show by their actions that they understand simple one-step directions (E.g. When her teacher says, "Put on your coat," Doretta picks up her coat and puts her hand in the sleeve.)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Thirty Months to Three Years	Respond to simple questions	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Three Years	Show awareness of others' comments or statements that have to do with them (E.g. Milo shouts, "Don't want to go to the doctor!" after overhearing his parents talk about his illness.)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Non-verbal communication				
Non-verbal communication				
Birth to Nine Months	Use various sounds and movements to communicate	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Nine Months to Eighteen Months	Communicate using consistent sounds, gestures, and facial expressions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Eighteen to Twenty-Four Months	Understand others' nonverbal symbolic cues such as nodding for yes or shaking head for no	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Twenty-Four to Thirty Months	Use gestures to augment what they are trying to communicate with words (E.g. Destiny shakes her head emphatically as she says, "No, no, no.")	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Thirty Months to Three Years	Begin to understand other children's nonverbal social cues	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Three Years	Notice other children's body language and try to interpret it	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Communication Concepts				
Pragmatics and social language				
Birth to Nine Months	Use sounds to get adult attention and to engage adults	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Nine Months to Eighteen Months	Begin to use single words to communicate	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Eighteen to Twenty-Four Months	Convey a variety of meanings through simple vocabulary (E.g. Jeff says "milk," which can mean, "I want milk," "I'm finished drinking milk," or "I spilled my milk.")	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Twenty-Four to Thirty Months	Use language for a variety of functions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Thirty Months to Three Years	Can participate in simple conversational exchanges, usually with adults	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Three Years	Begin to understand the rules for communication in different situations (E.g. Charlie whispers when dad explains that he needs to use a quiet voice when visiting grandpa in the hospital.)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

## Verbal Expressions

## Vocabulary development

Birth to Nine Months	At this age children are not communicating with words			
Nine Months to Eighteen Months	Produce their first word and may have a vocabulary of up to 15 words	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Eighteen to Twenty-Four Months	Combine two words to express wants or needs (E.g. As Harper walks to the car she says, "Car go.")	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Twenty-Four to Thirty Months	Demonstrate a burst of new vocabulary words, which they may or may not use correctly	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Thirty Months to Three Years	Correctly use a growing number of vocabulary words and show interest in new words (E.g. Liam knows that fast, quick, and speedy mean the same thing.)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Three Years	Continue to build their vocabulary including more descriptive words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

## Expressive language or speaking

Birth to Nine Months	Begin vocalizing using a variety of sounds (E.g. Stan uses different types of cries to communicate different needs.)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Nine Months to Eighteen Months	Move from imitating single words to beginning to use single words to communicate	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Eighteen to Twenty-Four Months	Begin to use words to communicate and may combine two to three words to form short phrases or sentences	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Twenty-Four to Thirty Months	Use words and some common rules of speech to express their ideas and thoughts (E.g. Margie exclaims, "I climbed up stairs!")	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Thirty Months to Three Years	Use more connecting words, such as "and" or "then"	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Three Years	Can relate a simple story (E.g. When asked about her day, Rhianna says, "I went out on the playground and it was so icy and I fell and I cried and cried and my teacher helped me.")	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues

## Emergent Literacy

## Emergent Reading

## Participation in language and literacy activities

Birth to Nine Months	Focus on picture books while an adult is reading to them (E.g. 6-month-old Alisha sits on her mother's lap and looks and pats her hand on the book that her mother is reading.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Enjoy being read to and may seek opportunities to be read to and to interact with books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Eighteen to Twenty-Four Months	May show preferences for specific books and turn pages at the appropriate time with adult assistance	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Twenty-Four to Thirty Months	While being read to, point to and comment on illustrations and repeat or anticipate familiar words or phrases in the text	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Thirty Months to Three Years	Enjoy being read to and looking at books independently; May say familiar words and phrases while looking at the appropriate page (E.g. Kali, 33 months, sings along to the repetitious book, Brown Bear, Brown Bear, as her teacher reads it to her.)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Three Years	May describe what's happening in the pictures while turning the pages in a familiar book	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Narrative and story sense</b>				
Birth to Nine Months	Look at the face of an adult describing the sequence of what will happen next (E.g. 5-month-old Nate stares intently at his father's face when he describes how he will change Nate's diaper.)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Participate in book reading activities (E.g. Brandon, 15 months, makes a shhh sound and puts his finger on his lips at the appropriate time when reading The Napping House.)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Eighteen to Twenty-Four Months	Can recognize that a story is beginning from a clue such as 'Once upon a time'	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Twenty-Four to Thirty Months	May relay or retell simple stories	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Thirty Months to Three Years	Can react to dramatic elements of a story and may respond with predictions when asked, "What will happen next?" (E.g. Addison, 33 months, is able to predict what is hidden under the flap on a page of a familiar book.)	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Three Years	Relate or retell stories with more parts	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Comprehension and interpretation				
Birth to Nine Months	Enjoy hearing a book being read and looking at the pictures, but do not understand the sequence of the story	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	May focus on certain elements in the illustrations, but often skip pages or focus on a particular page	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Eighteen to Twenty-Four Months	Point to and vocalize about an illustration or imitate an action seen in a picture (E.g. 18- month-old Angelique imitates the jumping action of the frog when being read, Jump Frog Jump.)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Twenty-Four to Thirty Months	Identify with a particular character or scene (E.g. When listening to the book, <i>Where’s My Teddy Said Eddie</i> , Zaviel, 25 months, makes a scared face, identifying with the little boy in the woods.)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Thirty Months to Three Years	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Three Years	Can ask and answer simple questions about the story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Interest in and appreciation of reading				
Birth to Nine Months	Show enjoyment at being read to through vocalizing, eye contact, and movement (E.g. 8-month-old Sophia squeals in delight when her mother reads <i>Ten Little Fingers and Ten Little Toes</i> .)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Nine Months to Eighteen Months	Bring a book to an adult to be read to and/or respond positively to an adult’s offer to read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Eighteen to Twenty-Four Months	Name and/or ask for favorite book and may show preference for books on certain topics	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Twenty-Four to Thirty Months	May ask an adult to read the same book repeatedly	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Thirty Months to Three Years	Ask for familiar books to be read in exactly the same way each time and know when sections are being skipped	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Three Years	Say what they like about a favorite book	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Phonological awareness</b>				
Birth to Nine Months	Respond to sounds and words heard often	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Nine Months to Eighteen Months	Recognize and react to the sounds of language and can discriminate between nonspeech environmental sounds (E.g. Jamie continues playing when he hears the refrigerator door open, but stops when he hears a jar being opened.)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Eighteen to Twenty-Four Months	Enjoy chants and songs and books that rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Twenty-Four to Thirty Months	Enjoy chants and songs and books that rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Thirty Months to Three Years	Participate in chants and songs and books that rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Three Years	Enjoy playing with the sounds of language (E.g. Claire laughs loudly when her friend calls her Clairey Berry.)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
<b>Book awareness</b>				
Birth to Nine Months	Treat books as any other object by exploring with hands and mouth (E.g. 5- month-old Colby grabs a board book and puts it to his mouth to chew on it.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Look at pictures in books, but often treat books like other toys and objects in the environment	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Eighteen to Twenty-Four Months	Hold the book properly and turn pages, sometimes several at a time	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Twenty-Four to Thirty Months	Can identify the front of the book and use clues on the cover to select a book (E.g. Using the cover of the book as a clue, Charna, 28 months, picks up The Itsy Bitsy Spider and says to her mother, "Spider book.")	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Thirty Months to Three Years	Can turn the book to the first page for an adult to begin reading and close the book and say, "The end"	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Three Years	Understand proper handling of books to avoid damage and help repair books, with adult support	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

## Emergent Writing

## Print and alphabet awareness

Birth to Nine Months	Note: Children at this age are not aware of print as being distinct from anything else in their environment.			
Nine Months to Eighteen Months	May begin to recognize that labels convey meaning (E.g. Jared sees a box of cheerios and says, "Oh, Oh!")	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Eighteen to Twenty-Four Months	Can show awareness of and recognize some print in the environment	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Twenty-Four to Thirty Months	Recognize that print and numerals are symbols that convey meaning (E.g. Colin, age 2, points to the bottom of his painting on his classroom wall and says, "There's my name.")	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Thirty Months to Three Years	Point to print and ask, "What does that say?" or ask someone to write for them	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Literacy	E. Writing	1.1 Dictates description of drawing
Three Years	Begin to recognize their own name and may notice words that start with the same letter as their own name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

## Interest in and emergent writing

Birth to Nine Months	Note: Children at this age are not aware of writing.			
Nine Months to Eighteen Months	Use writing tools (crayons, markers, pens) and notice that they can make marks with these utensils	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Eighteen to Twenty-Four Months	Gain more control over the kinds of marks they make (lines vs. circular marks)	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
Twenty-Four to Thirty Months	Scribble and draw and see these as the same	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Thirty Months to Three Years	Use their increased fine motor control to control the size and shape of their scribbles	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
Three Years	Begin to differentiate between drawing and writing, and their scribbles may look more like writing (E.g. After painting a picture, 3-year-old Isaiah makes a series of vertical lines, representing his name.)	Literacy	E. Writing	3.4 Writes using "scribble writing"



## Cognitive Development - Early Numeracy

## Number Operations

## Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting

Birth to Nine Months	Develop an awareness of one or more than one (E.g. 7-month-old Gary holds one toy in one hand, another toy in the other hand.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Begin to understand the concepts of “more” and “all gone” and begin to request “more” or indicate “no more” verbally or non-verbally	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Eighteen to Twenty-Four Months	Can use number words in songs and finger plays without understanding that numbers represent quantity	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Twenty-Four to Thirty Months	Develop an understanding of the relationship between spoken numbers and quantity for quantities up to 2 or 3 (E.g. Blake picks up a car and a block and says, “Two toys.”)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Thirty Months to Three Years	Begin to initiate one-to-one matching for four or fewer items	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Three Years	Show an interest in counting 1 to 10, may hold up fingers to indicate quantity	Math	A. Counting	2.2 Recites numbers 1–10

## Geometry and Spatial Sense

### Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

Birth to Nine Months	Develop an understanding of where things are in their environment	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Nine Months to Eighteen Months	Demonstrate an awareness of the distance between their body and materials in space (E.g. Jayce crawls across the room to grab a toy.)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Eighteen to Twenty-Four Months	Demonstrate an understanding of simple position words (E.g. Hayden climbs a hill and says, "Me on top!")	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Twenty-Four to Thirty Months	Demonstrate an understanding of many position words (E.g. Brittany says to her teacher, "I'm next to you.")	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Thirty Months to Three Years	Use comparison words and position words correctly	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Three Years	Explore and identify shapes in their environment and begin to notice attributes of shapes with adult help (E.g. Addy, 3 years old, says, "Look, my paper plate is a circle!")	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

## Measurements

### Size, volume, quantity, and other measurable qualities, and the tools to measure them

Birth to Nine Months	Explore and begin to notice differences in temperature of objects in their environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Show some awareness of the relative size of objects in their environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Eighteen to Twenty-Four Months	Explore the concept of volume (E.g. Chase and Jade pick up a bucket of sand and dump it into the sandbox, over and over.)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Twenty-Four to Thirty Months	Show awareness of measurable qualities, such as size, distance, temperature, and weight, which, in toddler terms, are big/small, near/far, hot/cold, heavy/light	Cognitive	E. Scientific Discovery	2.3 Makes observations
Thirty Months to Three Years	Recognize that objects and people can be measured (E.g. Brianna asks her mother, "How big am I?")	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Three Years	Use non-standard tools to measure, with adult assistance (E.g. Marla, Stacy, and Tim pass a lump of clay between them to see if it is bigger or smaller than each child's hand.)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

### Patterns and relationships

#### Recognizing or creating planned or random repetitions and comparisons

Birth to Nine Months	Engage in sustained gazing at objects or people, or track movement with their eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Explore similarities and differences among objects in their environment	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Eighteen to Twenty-Four Months	Show awareness of objects and pictures that are the same	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Twenty-Four to Thirty Months	Show awareness of and interest in patterns	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Thirty Months to Three Years	Recognize simple patterns (E.g. Malik looks at the plastic animals on the shelf and says, "Mommy, baby, mommy, baby.")	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Three Years	Extend simple patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

### Data Collection and Analysis

#### Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world

Birth to Nine Months	Focus attention to people or objects in their environment for a period of time	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Focus on details in people and objects in their environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Eighteen to Twenty-Four Months	Can sort objects that are the same and different on one attribute (E.g. Amy puts all the red vehicles in one basket.)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Twenty-Four to Thirty Months	Can find people and objects that are the same based on one attribute	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Thirty Months to Three Years	Notice that objects can be classified in different ways based on different attributes (E.g. Leo and Peter argue over whether to sort their vehicles by color or by size.)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Three Years	Sort objects or people into subgroups by one attribute	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Time and Sequence				
Concept of time as it related to daily routines, and sequencing of events				
Birth to Nine Months	Associate a specific occurrence with meeting their needs (E.g. Emma hears footsteps and lifts her arms anticipating that mommy is coming to pick her up.)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Demonstrate some understanding of when things happen in relation to routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Eighteen to Twenty-Four Months	Can recall information about the immediate past (E.g. Jack recalls what he had for morning snack when his aunt asks him after lunch.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Twenty-Four to Thirty Months	Show increased knowledge and memory for daily routines	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Thirty Months to Three Years	Can anticipate what will happen next in daily routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three Years	Can remember and describe daily sequence of events	Cognitive	B. Imitation and Memory	3. Relates past events
Cognitive Development - Science and Social Studies				
Key Concepts				
Object Permanence				
Birth to Nine Months	Track moving objects and begin to understand that people and objects no longer in sight still exist	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Show understanding that people and objects no longer in sight still exist (E.g. Molly watches her mother put keys in her purse. Molly then searches in the purse to find them.)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Eighteen to Twenty-Four Months	Can find objects that are not in sight	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
Twenty-Four to Thirty Months	Ask for people or things that are not in sight	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Thirty Months to Three Years	Enjoy hiding games	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Three Years	Play simple memory games	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Exploring the Physical World				
Physical world				
Birth to Nine Months	Explore objects in various ways using their senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Through trial and error, begin to develop an understanding of some basic physical science concepts such as gravity, force, and motion. (E.g. Penelope repeatedly drops her cup off the high chair and watches it fall to the floor.)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Eighteen to Twenty-Four Months	Through repeated observation, experimentation, and/or exploration, further develop their understanding of basic physical science concepts and the natural world	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Twenty-Four to Thirty Months	Show interest in observing, experiencing, and/or exploring physical science concepts and the natural world	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Thirty Months to Three Years	Focus on small details in indoor and outdoor environment (E.g. Esme lays on the grass and watches an ant move.)	Cognitive	E. Scientific Discovery	2.3 Makes observations
Three Years	Ask many questions about the physical world and investigate with adult guidance	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Exploring the Social World				
Social conventions				
Birth to Nine Months	Recognize cultural and social labels for people and relationships in their family	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Nine Months to Eighteen Months	Use culturally appropriate labels for people and relationships in their family	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Eighteen to Twenty-Four Months	Recognize that there are routines and may test the expectations	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Twenty-Four to Thirty Months	Participate in expected behavior including greetings and goodbyes	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Thirty Months to Three Years	Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, “No yelling in church.”)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Three Years	Demonstrate and follow different customs in different settings	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Self, family, and community</b>				
Birth to Nine Months	Recognize primary caregivers	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Nine Months to Eighteen Months	Interact with members of their household and their classroom Relates to social/emotional construct of relationships and social skills with peers	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Eighteen to Twenty-Four Months	Identify family members of other children in their class	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Twenty-Four to Thirty Months	May sort items or toys into "families" and label with different roles in their own terms	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Thirty Months to Three Years	Explore various roles in their home and classroom (E.g. Natalie tells James, 20 months old, that he is the baby and that she is going to be the mommy. She then begins acting out the role by giving him a bottle.)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Three Years	Ask questions about other people's experiences in their families and communities	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
<b>Cognitive Development - Approaches to Learning</b>				
<b>Inquiry and Exploration</b>				
<b>Curiosity and sensory exploration</b>				
Birth to Nine Months	Show awareness of occurrences in their surroundings and use their senses to explore people and objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Explore objects using their senses and manipulate them in a variety of ways	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Eighteen to Twenty-Four Months	Continue to investigate people and objects as tools	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Twenty-Four to Thirty Months	Seek information through observation, exploration, and use of simple tools (E.g. Arthur pulls a chair up to the kitchen counter to see what his father is making for dinner.)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Thirty Months to Three Years	Continue to seek information through observation, exploration, and asking questions	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Three Years	Persist in asking "Why?"	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Cause and Effect</b>				
Birth to Nine Months	Understand that their actions can have an effect on people and objects in their environment and repeat actions to duplicate effects (E.g. Colleen gently bounce 6-month-old Rory on her lap. When she stops, Rory moves his body up and down until Colleen resumes the bouncing.)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Nine Months to Eighteen Months	May do things to get a response from familiar adults and children (E.g. Luke drops peas and looks over to his caregiver as they fall from the table to the floor.)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Eighteen to Twenty-Four Months	Experiment with cause and effect while investigating their environment	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Twenty-Four to Thirty Months	Repeat actions to create the same effect and add variations of those actions to see if the same thing happens	Cognitive	E. Scientific Reasoning	3.2 Manipulates materials to cause change
Thirty Months to Three Years	Anticipate and try to prevent another person's actions that will create undesirable effects	Cognitive	E. Scientific Reasoning	3.1 Draws on prior knowledge to guide investigations
Three Years	Use variations on previous actions in new environments and with different objects to create new and desired effects	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

## Reasoning and Problem Solving

## Theories about the world and how things work

Birth to Nine Months	Seek to make sense of what happens in their environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Act out ideas about how things work by repeating and changing their actions (trial and error)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Eighteen to Twenty-Four Months	Process and assimilate new information and experiences by comparing them to previous information and experiences to expand their understanding of the world (E.g. Margaret sees a horse for the first time and says, "Big doggie!")	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Twenty-Four to Thirty Months	Use multiple strategies to solve simple problems, but may become frustrated when their strategies don't work	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Thirty Months to Three Years	Solve some problems without having to physically try out all possible solutions and may ask for help when needed	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Three Years	Remember strategies that have worked and apply them to new situations (E.g. At home, Davis moves a stool to the sink so that he can reach for his toothbrush. At child care the next day, Davis struggles to reach a pencil on the counter so he picks up a chair and puts it near the counter.)	Cognitive	E. Scientific Discovery	4. Transfers knowledge



## Play

## Imitation, risk taking, and experimentation

Birth to Nine Months	Engage in turn taking interactions with adults and explore a variety of materials including their own bodies, people, and objects	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Nine Months to Eighteen Months	May initiate turn taking with a trusted adult (E.g. Spencer gives a small toy to his grandmother and she gives another toy to him. They repeat this several times.)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Eighteen to Twenty-Four Months	Enjoy using their whole bodies in active play	Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
Twenty-Four to Thirty Months	Try out new actions, roles, and words that they imitate from others	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
Thirty Months to Three Years	Take risks in big body play, expanding their physical abilities	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
Three Years	Engage in pretend play that includes roles and experiences that they find challenging (E.g. After a visit to the doctor, Brett gives her doll a shot.)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Creativity, imagination, and inventiveness</b>				
Birth to Nine Months	Infants this young do not demonstrate creativity, imagination, and inventiveness in ways that adults can easily interpret			
Nine Months to Eighteen Months	May invent ways to attract adult attention and engage with them (E.g. Gretta pretends to cough to gain her teacher's attention and repeats this when her teacher laughs.)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Eighteen to Twenty-Four Months	Play with toys in ways of their own invention. (E.g. Kai puts blocks and cars together in a single structure.)	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Twenty-Four to Thirty Months	Begin to engage in simple pretend games	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Thirty Months to Three Years	Engage in more extended pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Three Years	Invent stories and characters	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Sense of delight and humor</b>				
Birth to Nine Months	Show pleasure in simple sensory games (E.g. AJ's mother tugs at the blanket in his hands and he tugs it back toward himself. They do this several times as AJ laughs.)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Nine Months to Eighteen Months	Express delight in ways appropriate to their culture	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Eighteen to Twenty-Four Months	Take delight in repetitive games and interactions (E.g. Bodhi and his teacher pass a ball back and forth and each time the teacher pretends to stop, Bodhi says, "again" and laughs when the teacher starts again.)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Twenty-Four to Thirty Months	Are amused by incongruity (E.g. Jonah laughs hysterically when his father pretends to put Jonah's shoes on his big feet.)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Thirty Months to Three Years	Play exuberantly	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Gross Motor	C. Active Play	All
Three Years	Laugh at themselves when they do something silly	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

## Executive Function

## Adaptability of thought processes, planning, and intentionality

Birth to Nine Months	Can act intentionally to achieve a goal (E.g. 8-monthold Oscar rolls across the floor to reach a toy.)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Nine Months to Eighteen Months	Can carry out their own one-step plan (E.g. Penthia puts a hat on her head.)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Eighteen to Twenty-Four Months	Plan and implement a two-step dramatic play (E.g. Ezra pretends to feed the baby doll and then puts it in the baby bed.)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Twenty-Four to Thirty Months	Can try to figure out what is getting in the way of their plan	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Thirty Months to Three Years	Plan their own simple activities and organize the materials they need	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Three Years	Can adapt plans to incorporate new materials	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Working memory and focus and attention

Birth to Nine Months	Begin to maintain focus despite distractions during brief delays	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Can have expectations of what will happen based on previous experiences (E.g. Wilfred pulls his mother's hand to bring her to the refrigerator knowing she will offer juice to him.)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Eighteen to Twenty-Four Months	Stay focused on simple stories or books for brief periods of time	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Twenty-Four to Thirty Months	Have increased attention spans for activities that interest them or that they initiate	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
Thirty Months to Three Years	Can maintain attention on their choice of activity until they have achieved their goal (E.g. Cheng draws one more line on her picture and says, "All done.")	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Three Years	Can play simple memory games such as matching pictures on cards	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Motivation, initiative, and persistence</b>				
Birth to Nine Months	Persist in pursuing objects of interest (E.g. 9-month-old Jasper crawls after her family's cat.)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Explore objects that interest them with focus and persistence	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Eighteen to Twenty-Four Months	Initiate simple plans (E.g. 20-month-old Abreeanna pulls on her teacher's hand and says, "out", as she walks to the door.)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Twenty-Four to Thirty Months	Persist in following their own curiosity even if adults try to deter them (E.g. 24-month-old Sebastian keeps dropping his toy cars in the toilet bowl even though his mother tells him not to.)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Thirty Months to Three Years	Demonstrate the motivation to master simple tasks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Three Years	Show initiative in a variety of ways including offering to help	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
<b>Symbolic Representation</b>				
<b>Representational process</b>				
Birth to Nine Months	Calm in the presence of their primary caregiver (E.g. Gigi clings to her teacher when a stranger enters the classroom.)	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Nine Months to Eighteen Months	May draw comfort from objects that represent family members or primary caregivers (E.g. Bertti keeps her mother's scarf in her cubby and clings to it when upset.)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Eighteen to Twenty-Four Months	Use an object to represent something else	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Twenty-Four to Thirty Months	Use a variety of materials, media, and other forms of self-expression to represent their thinking (E.g. Tessa makes up songs about herself.)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Thirty Months to Three Years	Understand that some signs in the community represent familiar places	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Three Years	Are aware that some symbols represent words and numbers	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

## Physical Development and Health

## Body Awareness and Control

## Spatial Awareness

Birth to Nine Months	Use many repetitions to move various body parts and gain increasing control over movements	Gross Motor	A. Body Control and Transfer	All
Nine Months to Eighteen Months	Become more aware of where their body is in relation to other objects and people in the environment	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
Eighteen to Twenty-Four Months	Can negotiate moving around objects and people without bumping into them	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Twenty-Four to Thirty Months	Show increased balance and coordination in play activities	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
Thirty Months to Three Years	Move their bodies through space with balance and control	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
Three Years	Move with confidence and stability, coordinating movements to accomplish simple tasks (E.g. Outside on the playground, a small group of children play a game of Duck, Duck, Goose.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
		Gross Motor	C. Active Play	All

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Development of the senses, orientation to stimuli, and sensory integration				
Birth to Nine Months	Show awareness of and respond to sensory stimuli	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Use senses to experience objects and the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Eighteen to Twenty-Four Months	Demonstrate sensory preferences (E.g. After playing in the sand in the sensory table, Anne wipes her hands together and leaves when the teacher adds water to make mud.)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Twenty-Four to Thirty Months	Use the information received from their senses to change the way they interact with the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Thirty Months to Three Years	Begin to focus on important stimuli while ignoring extraneous stimuli	Cognitive	E. Scientific Discovery	2.3 Makes observations
Three Years	Develop the ability to use one sense to predict what they would perceive with another (E.g. Jowanna reaches into the mystery bag and guesses that she is holding a teddy bear based on the way it feels.)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Development of the senses, orientation to stimuli, and sensory integration				
Birth to Nine Months	Begin to develop predictable patterns for sleeping, eating, and eliminating	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Nine Months to Eighteen Months	By the end of this age range are eating three meals per day plus snacks	Social-Emotional	E. Meeting Social Expectations	3.1 Responds to request to finish activity
Eighteen to Twenty-Four Months	Can show tiredness or hunger through predictable behaviors	Adaptive	D. Personal Safety	2.1 Fastens clothing
Twenty-Four to Thirty Months	May resist sleeping or napping even when tired	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Thirty Months to Three Years	May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, “Too hot.”)	Adaptive	D. Personal Safety	2. Selects appropriate clothing and dresses self
Three Years	May be able to identify the need to eliminate	Adaptive	B. Personal Care Routines	5. Uses culturally appropriate social dining skills

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Physical state regulation</b>				
Birth to Nine Months	Begin to develop predictable patterns for sleeping, eating, and eliminating	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Nine Months to Eighteen Months	By the end of this age range are eating three meals per day plus snacks	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Eighteen to Twenty-Four Months	Can show tiredness or hunger through predictable behaviors	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Twenty-Four to Thirty Months	May resist sleeping or napping even when tired	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Thirty Months to Three Years	May take initiative to make themselves more comfortable (E.g. Remey takes off his socks and says, "Too hot.")	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Three Years	May be able to identify the need to eliminate	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet

## Large Muscle Development and Coordination

## Gross motor skills

Birth to Nine Months	Develop head and trunk stability and ability to change positions	Gross Motor	A. Body Control and Weight Transfer	All
Nine Months to Eighteen Months	Become mobile, progressing from crawling to walking, and show strong interest in climbing	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Eighteen to Twenty-Four Months	Move from one place to another by walking and running with basic control and coordination	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.1 Runs
Twenty-Four to Thirty Months	Have more control with their arm and leg movements for walking, running, climbing, etc.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
Thirty Months to Three Years	Purposefully explore with their whole body and use objects and equipment	Gross Motor	C. Active Play	All
Three Years	Show increased confidence in their ability to coordinate large muscles and interest in new ways to use large muscles	Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All



## Small Muscle Development and Coordination

## Fine motor skills

Birth to Nine Months	Move from awareness of hands to ability to reach and grasp objects of varying sizes	Fine Motor	A. Reach, Grasp, and Release	1 (All)
		Fine Motor	A. Reach, Grasp, and Release	2 (All)
Nine Months to Eighteen Months	Coordinate eyes and hands while exploring or holding objects	Fine Motor	B. Functional Skill Use	1 (All)
		Fine Motor	B. Functional Skill Use	2 (All)
Eighteen to Twenty-Four Months	Reach, grasp, and release objects with more control and experiment with using tools	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Twenty-Four to Thirty Months	Use tools purposefully to accomplish a goal (E.g. Shelby uses a glue stick to glue paper onto a wall collage.)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Thirty Months to Three Years	Use smaller manipulatives with ease	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Three Years	Show increased confidence in ability to coordinate small muscles and interest in new ways to use small muscles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

## Nutrition

## Nutrition

Birth to Nine Months	Suck and swallow liquids and associate breast or bottle with being fed	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
Nine Months to Eighteen Months	Chew and bite and develop the ability to eat finger foods	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
Eighteen to Twenty-Four Months	Successfully chew and bite foods of varying textures	Adaptive	A. Eating and Drinking	2.1 Eats hard and chewy foods
Twenty-Four to Thirty Months	Demonstrate a willingness to try new foods if offered on multiple occasions	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Thirty Months to Three Years	Show some awareness that some foods are more nutritious than others (E.g. After Brian reads We Eat Food That's Fresh, Kara points to the fresh strawberries on her plate at snack time.)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Three Years	Try healthy foods from a variety of cultures when given the opportunity	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Basic Safety				
Basic safety				
Birth to Nine Months	Cry to indicate stress and to seek help	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Nine Months to Eighteen Months	Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with primary caregivers	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Eighteen to Twenty-Four Months	Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twenty-Four to Thirty Months	May acknowledge potentially unsafe situations, but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher’s assistance to get down.)	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Thirty Months to Three Years	Show increasing awareness of health and safety practices	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Three Years	Can identify and explain familiar health and safety signs in the community	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols

## Self-care

## Self-care

Birth to Nine Months	Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-month-old Dana's hands after a diaper change).			
Nine Months to Eighteen Months	May be able to participate, with adult assistance, in selfcare tasks such as dressing and undressing, and feeding themselves, if culturally appropriate	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Eighteen to Twenty-Four Months	Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help.)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Twenty-Four to Thirty Months	Are able to participate in and occasionally initiate simple health routines, if culturally appropriate	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Thirty Months to Three Years	Are more likely to willingly participate in self-care routines, if culturally appropriate	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Three Years	Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

## Creative Expression and Aesthetic Appreciation

### Exploration and Creation of Artistic Works

#### Invention and Imagination

Birth to Nine Months	Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Use tools to create sounds and marks with various objects, and media	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Eighteen to Twenty-Four Months	Use tools with more intentionality and purpose	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Twenty-Four to Thirty Months	Create three dimensional structures, songs, rhymes, drama, and dances	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Thirty Months to Three Years	Use and play with a variety of media and materials for exploration and creative expression	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Three Years	Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Curiosity and interest				
Birth to Nine Months	Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother’s facial expressions.)	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
		Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Nine Months to Eighteen Months	Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Eighteen to Twenty-Four Months	Show an increasing range of curiosity about their environment, objects, and people	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Twenty-Four to Thirty Months	Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Thirty Months to Three Years	Show interest in a variety of materials and activities related to creative expression	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Three Years	Ask how to produce a particular sound, visual image, or movement	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Confidence				
Birth to Nine Months	Gain control over their ability to produce sounds and movement and show delight in positive reactions from others	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Nine Months to Eighteen Months	Refine their actions to get closer to the desired effect in sound and movement	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Eighteen to Twenty-Four Months	May request adult attention and approval for all of their artistic, dance, and musical efforts	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Twenty-Four to Thirty Months	Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Thirty Months to Three Years	Ask adults to save or take pictures or videos of their artistic creation	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Three Years	Show adults and peers what they can do or have created, including short individual performances or artistic creations	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

## Appreciation of and Response to the Creations of Others and the Natural World

### Awareness and attention

Birth to Nine Months	Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Nine Months to Eighteen Months	Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, "No.")	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Eighteen to Twenty-Four Months	Begin to focus on and distinguish details in the indoor and outdoor environments	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Twenty-Four to Thirty Months	Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Thirty Months to Three Years	Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.)	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Three Years	Share opinions about likes and dislikes in art and creative expression	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

### Sense of joy and wonder

Birth to Nine Months	Enjoy and respond to sights, sounds, textures, tastes, and smells	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Nine Months to Eighteen Months	Respond with delight to some experiences, environments, and specific sensations	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Eighteen to Twenty-Four Months	Express joy in aesthetic experience	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Twenty-Four to Thirty Months	May participate actively in singing songs and dancing	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Thirty Months to Three Years	Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, "It's a rainbow," when they see a rainbow in the sprinkler.)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Three Years	Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Social and Emotional Development				
Self-Concept and Social Identity				
Self-esteem				
Four- and Five-Year-Olds	Continue to seek adult attention and recognition of what they know and can do	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Kindergarten Readiness Indicators				
Self-confidence				
Four- and Five-Year-Olds	Are confident, self-directed, purposeful and inventive in play	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten Readiness Indicators	<b>Domain 5: Element B – Self-concept, self-regulation and confidence</b> 3. Demonstrates confidence in approaching new tasks and experiences	Social-Emotional	D. Independent and Group Participation	3 (All)
Social identity				
Four- and Five-Year-Olds	Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten Readiness Indicators	<b>Domain 3: Element C – Social Studies: Self, Family &amp; Community</b> 1. Demonstrates knowledge about self and others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	<b>Domain 5: Element B – Self: Concept, regulation, confidence</b> 2. Identifies personal characteristics and preferences	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Attachment				
Relationships with primary caregivers and less familiar adults				
Four- and Five-Year-Olds	Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Seek adult help when needed for emotional support, physical assistance, social interaction, and approval	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitate familiar adults in culturally appropriate ways in everyday situations	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Readiness Indicators	<b>Domain 5: Element A – Establishes and sustains positive relationships</b> 1. Engages with trusted adults as resources and to share mutual interests	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	5. Seeks adult help when needed to resolve conflicts	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Social Competence				
Relationships and social skills with peers				
Four- and Five-Year-Olds	Approach others with expectations of positive interactions	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Build skills needed to participate successfully as a member of a group, such as taking turns	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
	Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Develop friendships, sometimes based on shared interests or characteristics	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Kindergarten Readiness Indicators	<b>Domain 5: Element A – Establishes and sustains positive relationships</b> 3. Accepts peers in the classroom,	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. Initiates, joins and sustains positive interactions with individuals or groups of children	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity



NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Recognition and understanding of others' feelings</b>				
Four- and Five-Year-Olds	Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.")	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Kindergarten Readiness Indicators	<b>Domain 5: Element A – Establishes and sustains positive relationships</b> 2. Responds to emotional cues; shows empathy	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>Behavioral regulation</b>				
Four- and Five-Year-Olds	Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten Readiness Indicators	<b>Domain 5: Element B – Self-regulation and confidence</b> 1. Regulates own emotions and behaviors	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Emotional expression</b>				
Four- and Five-Year-Olds	Demonstrate increasing competencies in recognizing and describing their own emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Explore emotions in various ways (through play, art, music, and dance)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten Readiness Indicators				
<b>Emotional Regulation</b>				
Four- and Five-Year-Olds	May still have difficulty regulating strong emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Increasingly use words instead of actions to express their emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Kindergarten Readiness Indicators	<b>Domain 5: Element B – Self-regulation and confidence</b> 1. Regulates own emotions and behaviors	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Language Development				
Listening Comprehension				
Receptive verbal communication				
Four- and Five-Year-Olds	Listen with understanding to stories, directions, and conversations	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Kindergarten Readiness Indicators	<b>Domain 1: Element A – Listens to and understands increasingly complex language</b> 1. Comprehends language 2. Responds appropriately to complex statements, questions, vocabulary, and stories 3. Follows detailed, instructional, multi-step (2-3) directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Non-verbal communication				
Non-verbal communication				
Four- and Five-Year-Olds	Understand non-verbal cues	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Readiness Indicators				

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Communication Concepts				
Pragmatics and social language				
Four- and Five-Year-Olds	Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	With adult support, can take turns in conversations and group discuss	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Kindergarten Readiness Indicators	<b>Domain 1: Element C – Uses appropriate conversational and other</b> communication skills 1. Engages in conversations with multiple exchanges 2. Uses acceptable language and social rules while communicating with others; may need reminders	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Verbal Expressions				
Vocabulary development				
Four- and Five-Year-Olds	Use increasingly complex and varied vocabulary and language	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
		Social-Communication	C. Communicative Expression	4 (All)
	Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Readiness Indicators	<b>Domain 1: Element B – Uses language to express thoughts and needs</b> 1. Describes and tells the use of many familiar items 3. Uses complete, four-to-six word sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Expressive language or speaking, and meaning and linguistic concepts				
Four- and Five-Year-Olds	Speak clearly enough to be understood	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Ask questions and initiate and respond in conversations with others	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Tell stories with multiple characters and events	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Kindergarten Readiness Indicators	<b>Domain 1: Element B – Uses language to express thoughts and needs</b> 2. Speaks clearly enough to be understood without contextual clues (is understood by most people; may mispronounce new, long, or unusual words) 3. Uses complete, four- to six-word sentences 4. Tells about another time or place	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Cognitive	B. Imitation and Memory	3. Relates past events

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Emergent Literacy				
Emergent Reading				
Participation in language and literacy activities				
Four- and Five-Year-Olds	Learn new information from books being read to them	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Ask for a story to be read and respond to stories told or read aloud	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Respond to adult questions about a book or story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Ask questions about a book or story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Kindergarten Readiness Indicators	<b>Domain 1: Element E – Comprehends and responds to books and other texts</b> 1. During read-alouds and book conversations interacts in a way that relates to the story	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Narrative and story sense				
Four- and Five-Year-Olds	Guess what will happen next in a story using pictures as a guide	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Tell their own stories	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Kindergarten Readiness Indicators	<b>Domain 1: Element E – Comprehends and responds to books and other texts</b> 4. Retells a familiar story in proper sequence, including major events and characters	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Comprehension and interpretation				
Four- and Five-Year-Olds	Represent stories told or read aloud through a variety of media or in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use their own words to retell a simple familiar story while looking at a book	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Kindergarten Readiness Indicators	<b>Domain 1: Element E – Comprehends and responds to books and other texts</b> 1. During read-alouds and book conversations interacts in a way that relates to the story 2. Begins to identify and recall story-related problems, events, and resolutions with guidance from an adult 3. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Interest in and appreciation of reading				
Four- and Five-Year-Olds	Select favorite books, authors, or illustrators	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Request or respond to informational books on favorite topics	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Kindergarten Readiness Indicators				

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Phonological awareness				
Four- and Five-Year-Olds	Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Can distinguish the beginning sounds of some words	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Kindergarten Readiness Indicators	<b>Domain 1: Element F – Demonstrates phonological awareness</b> 1. Notices and discriminates rhyme 2. Decides whether two words rhyme 3. Notices and discriminates alliteration 4. Hears and shows awareness of separate syllables in words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	3 (All)
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Book awareness				
Four- and Five-Year-Olds	Identify parts of books such as cover, first page, and title	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Understand that print carries a message	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Kindergarten Readiness Indicators	<b>Domain 1: Element D – Demonstrates knowledge of print concepts and conventions</b> 2. Has some knowledge of books (top, bottom, front, back, left to right)	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Emergent Writing				
Print and alphabet awareness				
Four- and Five-Year-Olds	Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Begin to associate sounds with words or letters	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Understand that specific symbols are used to communicate in writing	Literacy	E. Writing	3.1 Writes using developmental spelling
Kindergarten Readiness Indicators	<b>Domain 1: Element D – Demonstrates knowledge of print concepts and conventions</b> 1. Uses and appreciates print 3. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	3. Writes words using conventional spelling
	<b>Domain 1: Element G – Demonstrate knowledge of the alphabet</b> 1. Names some letters 2. Matches some letters to their sounds 3. Identifies and names letters in own first name 4. Shows understanding that a sequence of letters represents a word	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
		Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Interest in and emergent writing			
Four- and Five-Year-Olds	Understand that writing is a way of communicating	Literacy	E. Writing	1.1 Dictates description of drawing
	Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	Literacy	E. Writing	2.1 Makes representational drawings
	Engage in writing using letter-like symbols to make letters or words	Literacy	E. Writing	3.1 Writes using developmental spelling
	Begin to copy or write their own name	Literacy	E. Writing	3.3 Copies entire first name
Kindergarten Readiness Indicators	<b>Domain 1: Element H – Demonstrates emergent writing skills</b> 1. Writes own first name (some letters recognizable) 2. Uses letter-like shapes, symbols, and letters to convey meaning 3. Represents ideas and stories through pictures, dictation and play	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	3.2 Prints first name



## Cognitive Development - Early Numeracy

## Number Operations

## Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting

Four- and Five-Year-Olds	<i>Develop progressively more complex knowledge and skills about numbers, in the following sequence*:</i> Identify by sight how many are in a small group of up to 3 items	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Demonstrate understanding of one-to-one correspondence	Math	A. Counting	2. Counts out 10 items
	Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Count objects in two different collections (up to ten in each) to determine which is the larger one	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.")	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	<i>*While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age.</i> Begin to recognize and attempt to write numerals up to 10	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten Readiness Indicators	<b>Domain 2: Element E – Uses number concepts and operations</b> 1. Verbally counts to 20; counts 10–20 objects accurately; understands the value of a whole number; tells what number (1–10) comes next in order by counting 2. Shows beginning understanding of numbers and quantity; understands which set has more than, less than or equal to; counts to answer how many 3. Identifies numerals to 10 by name and connects each to counted objects (one-to-one correspondence) 4. Explores operations to solve mathematical problems	Math	A. Counting	3. Counts out 20 items
		Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
		Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Geometry and Spatial Sense				
Shapes and their attributes, position, comparing and contrasting two or more objects, and distance				
Four- and Five-Year-Olds	Use words that show understanding of order and position of objects	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify and name common shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Kindergarten Readiness Indicators	<b>Domain 2: Element F – Explores and describes spatial relationships and shapes</b> 1. Begins to appropriately use positional words indicating location, direction, and distance 2. Describes basic two- and three-dimensional shapes by using math vocabulary; recognizes basic shapes when they are presented in a new orientation	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Measurements				
Size, volume, quantity, and other measurable qualities, and the tools to measure them				
Four- and Five-Year-Olds	Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Make comparison such as bigger or smaller between two groups of objects	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten Readiness Indicators	<b>Domain 2: Element H – Compares and measures</b> 1. Uses multiples of the same unit to measure; makes comparisons among objects 2. Creates pictograph for quantities up to 10 3. Knows the purpose of standard measuring tools 5. Attempts to make quantifiable predictions	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Patterns and relationships				
Recognizing or creating planned or random repetitions and comparisons				
Four- and Five-Year-Olds	Order or sequence several objects based on one characteristic	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten Readiness Indicators	<b>Domain 2: Element G – Demonstrates knowledge of patterns</b> 1. Extends and creates simple repeating patterns 2. Sorts objects into subgroups that vary by one or two attributes 3. Recognizes and extends simple patterns and duplicates them	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Data Collection and Analysis				
Gathering, organizing, and analyzing information, and drawing conclusions to make sense of the world				
Four- and Five-Year-Olds	Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”)	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	Math	B. Quantitative Relations	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
Kindergarten Readiness Indicators	<b>Domain 2: Element C – Uses classification skills</b> 1. Groups objects by one characteristic; then regroups them using a different attribute and indicates the reason	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Time and Sequence				
Concept of time as it related to daily routines, and sequencing of events				
Four- and Five-Year-Olds	Begin to differentiate between yesterday, today, and tomorrow	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Readiness Indicators	<b>Domain 2: Element B – Remembers and connects experiences</b> 1. Tells about experiences in sequences and provides details, and evaluates the experiences based on applied knowledge from memory	Cognitive	B. Imitation and Memory	3. Relates past events
	<b>Domain 2: Element H – Compares and measures</b> 4. Develops a sense of time (yesterday, today, tomorrow, days of the week and seasons)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Cognitive Development - Science and Social Studies				
Key Concepts				
Object Permanence				
Four- and Five-Year-Olds	Talk about things or people that are not present	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Readiness Indicators	<b>Domain 2: Element D – Uses symbols and images to represent something not present</b> 1. Plans and then uses drawings, constructions, movements, and dramatization to represent ideas	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Exploring the Physical World				
Physical world				
Four- and - Five-Year-Olds	Begin to identify the properties of various living things and what living things need to be able to survive	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Show interest in caring for the earth and environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Kindergarten Readiness Indicators	<b>Domain 3: Element A – Scientific inquiry</b> 3. Observes and explores materials and natural phenomena	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	<b>Domain 3: Element B – Conceptual knowledge of the natural &amp; physical world</b> 1. Demonstrates content knowledge of the characteristics of living things 2. Demonstrates content knowledge of the physical properties of objects and materials 3. Demonstrates content knowledge of Earth’s environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Exploring the Social World				
Social conventions				
Four- and Five-Year-Olds	Show interest in caring for the classroom environment	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Participate in developing classroom rules	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	With guidance from adults, can engage in problem-solving to resolve difference in perspectives	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten Readiness Indicators	Domain 5: Element B – Self-concept, self-regulation and confidence 5. Complies with three verbal directions 6. Follows simple classroom rules, routines, and transitions with occasional reminders 7. Cares properly for materials, equipment, and facilities	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self, family, and community				
Four- and Five-Year-Olds	Know basic personal information	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Are aware of own family relationships and show curiosity about others' families	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Notice similarities and differences in people, families, and social groups	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize some people, places, and occupations in their communities	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out family roles and occupations in dramatic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Show interest in issues of friendship and fairness	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
Kindergarten Readiness Indicators	<b>Domain 3: Element C – Social studies: Self, family &amp; community</b> 1. Demonstrates knowledge about self and others 2. Shows basic understanding of people and how they live 3. Shows emergent understanding of family, school, and community 4. Describes some peoples' jobs and what is required to perform them 5. Demonstrates awareness of citizenship (contributes to a	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	<b>Domain 3: Element D – Social studies: Geography, history, events</b> 1. Describes the location of things in the environment 2. Understands that people can take care of the environment through activities 3. Explores past and present change related to familiar people or places	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	4. Transfers knowledge

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Cognitive Development - Approaches to Learning				
Inquiry and Exploration				
Conjecture, scientific inquiry process, curiosity and sensory exploration				
Four- and Five-Year-Olds	Observe, wonder, and/or ask questions, make guesses, and explore hypotheses	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Use senses and tools/technology to aid in investigation	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Kindergarten Readiness Indicators	<b>Domain 3: Element A – Scientific inquiry</b> 1. Expresses a sense of wonder and curiosity through questioning 2. Uses simple tools, equipment, and technology for investigation	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	<b>Domain 2: Element A – Demonstrates curiosity in approaches to learning</b> 2. Uses technology skills	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Cause and Effect				
Four- and Five-Year-Olds	Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Continue to experiment with cause and effect	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Readiness Indicators				



NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Reasoning and Problem Solving				
Theories about the world and how things work, reflection, critical thinking, and trial and error				
Four- and Five-Year-Olds	Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Can figure out more than one solution to a problem if the first one doesn’t work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn’t work, gets a rake to try to poke it down.)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Readiness Indicators	<b>Domain 2: Element A – Demonstrates curiosity in approaches to learning</b> 1. Attempts trial and error responses	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	<b>Domain 2: Element B – Remembers and connects experiences</b> 1. Tells about experiences in sequence, provides details, and evaluates the experience based on applied knowledge from memory	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Cooperative Learning				
Cooperative learning				
Four- and Five-Year-Olds	Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Kindergarten Readiness Indicators	<b>Domain 4: Element C – Cooperative Learning</b> 1. Establishes and sustains positive interactions with peers in small and large groups 2. Participates cooperatively and constructively in group situations, shares and takes turns	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

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Play				
Imitation, risk taking, and experimentation, spontaneous learning, and play with others				
Four- and Five-Year-Olds	Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Engage in pretend play with others to explore and understand life experience and roles	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Readiness Indicators	<b>Domain 2: Element D – Uses symbols and images to represent something not present</b> 2. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Sense of delight and humor				
Four- and Five-Year-Olds	Show delight in all aspects of play from planning to describing the experience	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	May play with language including “bathroom” words	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Begin to understand simple jokes	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	May share physical humor with one another	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten Readiness Indicators				

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Creativity, imagination, and inventiveness				
Four- and Five-Year-Olds	Tell elaborate stories of their own invention or add details to stories	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Create games that continue to evolve as they plan	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Pretend to be characters from stories, books, television shows, movies, or their own invention	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Readiness Indicators				
Executive Function				
Adaptability of thought processes, planning, and intentionality				
Four- and Five-Year-Olds	Begin to show ability to adapt their plans when they can’t follow through with their original idea	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Can adapt their plan to include other children with adult guidance	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	May ask for help on own or with teacher prompting or seek more information when needed	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Kindergarten Readiness Indicators	Domain 5: Element B – Self-concept, self-regulation and confidence 4. Solves problems without having to try every possibility	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Domain 4: Element B – Approaches to learning 2. Approaches activities with flexibility and inventiveness 3. Plans and pursues a variety of challenging tasks 4. Seeks guidance to continue learning	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Working memory and focus and attention</b>				
Four- and Five-Year-Olds	Pay attention to and remember details	Cognitive	B. Imitation and Memory	3. Relates past events
	Keep track of more than one thing at a time	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Stay focused for longer periods of time on activities that interest them and return to those activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten Readiness Indicators				
<b>Motivation, initiative, and persistence</b>				
Four- and Five-Year-Olds	Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Take the initiative carrying out their own plans and persist until the goal is achieved	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	May get frustrated if they cannot carry out their goals to the level of mastery they desire	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Readiness Indicators				
<b>Domain 4: Element B – Approaches to learning</b> 1. Sustains work on age-appropriate, interesting topics of studies		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Symbolic Representation</b>				
<b>Representational process</b>				
Four- and Five-Year-Olds	Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Kindergarten Readiness Indicators	<b>Domain 2: Element H – Compares and measures</b> 2. Creates pictograph for quantities up to 10	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Physical Development and Health				
Body Awareness and Control				
Spatial Awareness, development of the sense, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education				
Four- and Five-Year-Olds	Participate in a variety of physical activities to enhance personal health and physical fitness	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
	Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Increasingly use eye-hand coordination to perform a variety of tasks	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Gross Motor	C. Active Play	1.1 Bounces ball with one hand
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Kindergarten Readiness Indicators	Domain 6: Element B – Balance and control 2. Coordinates movements to perform simple tasks	Gross Motor	C. Active Play	All

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Large Muscle Development and Coordination				
Gross motor skills				
Four- and Five-Year-Olds	Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
	Increase their strength, balance, flexibility, and stamina	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7 (All)
	Use a variety of materials and equipment in gross motor activities	Gross Motor	C. Active Play	All
Kindergarten Readiness Indicators	Domain 6: Element B – Balance and control 1. Demonstrates fundamental motor skills and body and spatial awareness	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7 (All)

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Small Muscle Development and Coordination				
Fine motor skills				
Four- and Five-Year-Olds	Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Kindergarten Readiness Indicators	<b>Domain 6: Element C – Demonstrates fine-motor strength and coordination</b> 1. Uses small, precise finger and hand movements 2. Shows beginning control of writing, drawing and art tools	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Nutrition				
Nutrition				
Four- and Five-Year-Olds	Recognize and eat a variety of nutritious foods	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	When asked, are able to name nutritious alternatives	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten Readiness Indicators				
Basic Safety				
Basic safety				
Four- and Five-Year-Olds	Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Kindergarten Readiness Indicators	<b>Domain 6: Element A – Health knowledge</b> 2. Follows basic health and safety rules	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Self-care				
Self-care				
Four- and Five-Year-Olds	Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Kindergarten Readiness Standards	Domain 6: Element A – Health knowledge 1. Performs self-care tasks independently 3. Practices healthy personal hygiene habits	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Creative Expression and Aesthetic Appreciation				
Exploration and Creation of Artistic Works				
Invention and Imagination				
Four- and Five-Year-Olds	Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten Readiness Indicators	Domain 4: Element A – Creative art expression and music 5. Uses a variety of art materials for tactile experience and exploration, and expression 6. Engages in dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities



NH Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Curiosity and interest				
Four- and Five-Year-Olds	Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Participate in experiences in art, music, creative movement, drama, and dance	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Kindergarten Readiness Indicators	Domain 4: Element A – Creative art expression and music 1. Explores and recognizes beat, rhythm, and a variety of musical genres 2. Participates in creative movement and singing	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Confidence				
Four- and Five-Year-Olds	Display or perform for others and/or talk about what they have made or done	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Social-Emotional	B. Social-Emotional Expression and Regulation	3 (All)
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Show an interest in participating in group performances, but may become anxious and choose not to participate	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Kindergarten Readiness Indicators	Domain 4: Element A – Creative art expression and music 2. Participates in creative movement and singing	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

NH Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
Appreciation of and Response to the Creations of Others and the Natural World				
Awareness and Attention				
Four- and Five-Year-Olds	Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Readiness Standards	Domain 4: Element A – Creative art expression and music 3. Explores principles and elements of art on its most basic level	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Sense of Joy and Wonder				
Four- and Five-Year-Olds	Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Readiness Indicators	Domain 4: Element A – Creative Art Expression and Music 4. Responds to artistic creations or events	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange