



ALIGNMENT

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

WITH

Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry

This document aligns the content from *Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry* [2012] 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.

Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry. (2012). Retrieved from:
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre-K-Learning-and-Development-Standards>

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

Created October 2021

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Domain: Approaches to Learning

Strand: Initiative

Topic: Initiative and Curiosity

| | | | | |
|-------------------------------|---|----------------------|--|--|
| Infants (Birth-8 months) | Show interest in people and objects. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| Young Toddlers (6-18 months) | Explore the environment through a variety of sensory-motor activity. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Practice new skills with enthusiasm. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Demonstrate a willingness to try new activities and experiences. | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| | | Cognitive | B. Imitation and Memory | 1.1 Imitates novel simple motor action not already in repertoire |
| Older Toddlers (16-36 months) | Experiment in the environment with purpose. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Ask questions to gain information. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| Pre-Kindergarten (3-5 years) | Seek new and varied experiences and challenges (takes risks). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Demonstrate self-direction while participating in a range of activities and routines. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | Ask questions to seek explanations about phenomena of interest. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|--|--|-------------|-------------------------|--|
| Topic: Planning, Action, and Reflection | | | | |
| Infants (Birth-8 months) | Act on the environment to meet needs or interests. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Respond to people and objects in their immediate environment based on past experience. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Young Toddlers (6-18 months) | Use a variety of ways to meet simple goals. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Approach tasks with repeated trial and error. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Older Toddlers (16-36 months) | Make choices to achieve a desired goal. | Cognitive | D. Reasoning | 3.1 Evaluates common solutions to solve problems or reach goals |
| | Use previous learning to inform new experiences with people and objects in their environment. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| Pre-Kindergarten (3-5 years) | Develop, initiate and carry out simple plans to obtain a goal. | Cognitive | D. Reasoning | 3.1 Evaluates common solutions to solve problems or reach goals |
| | Use prior knowledge and information to assess, inform, and plan for future actions and learning. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|------------------|--|--|
| Strand: Engagement and Persistence | | | | |
| Topic: Attention | | | | |
| Infants (Birth-8 months) | Demonstrate awareness of happenings in surroundings. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Young Toddlers (6-18 months) | Focus on an activity but are easily distracted. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Older Toddlers (16-36 months) | Focus on an activity for short periods of time despite distractions. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Pre-Kindergarten (3-5 years) | Focus on an activity with deliberate concentration despite distractions. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Topic: Persistence | | | | |
| Infants (Birth-8 months) | Attempt to reproduce interesting and pleasurable effects and events. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| Young Toddlers (6-18 months) | Repeat actions intentionally to achieve goal. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| Older Toddlers (16-36 months) | Engage in self-initiated activities for sustained periods of time. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Pre-Kindergarten (3-5 years) | Carry out tasks, activities, projects or experiences from beginning to end. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|----------------------|-------------------------------|---|
| Strand: Creativity | | | | |
| Topic: Innovation and Invention | | | | |
| Infants (Birth-8 months) | Make discoveries about self, others, and the environment. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Use objects in new ways. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| Older Toddlers (16-36 months) | Use materials in new and unconventional ways. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| Pre-Kindergarten (3-5 years) | Use imagination and creativity to interact with objects and materials. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Use creative and flexible thinking to solve problems. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Engage in inventive social play. | Social-Communication | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| Topic: Expression of Ideas and Feelings Through the Arts | | | | |
| Infants (Birth-8 months) | Demonstrate preferences, pleasure or displeasure when interacting with various media. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| Young Toddlers (6-18 months) | Seek out experiences with a variety of materials and art materials based on preferences and past experiences. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| Older Toddlers (16-36 months) | Use self-selected materials and media to express ideas and feelings. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| Pre-Kindergarten (3-5 years) | Express individuality, life experiences, and what they know and are able to do through a variety of media. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | Express interest in and show appreciation for the creative work of others. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

Domain: Cognition and General Knowledge

Strand: Cognitive Skills

Topic: Memory

| | | | | |
|-------------------------------|---|------------------|-----------------------------|---|
| Infants (Birth-8 months) | Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features. | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |
| | Mirror simple actions and facial expressions of others previously experienced. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Anticipate next steps in simple familiar routines and games. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| Young Toddlers (6-18 months) | Recall information over a period of time with contextual cues. | Cognitive | B. Imitation and Memory | 3. Relates past events |
| | Mirror and repeat something seen at an earlier time. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | Anticipate the beginning and ending of activities, songs and stories. | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| Older Toddlers (16-36 months) | Recall information over a longer period of time without contextual cues. | Cognitive | B. Imitation and Memory | 3.1 Relates recent events without contextual cues |
| | Reenact a sequence of events accomplished or observed at an earlier time. | Cognitive | B. Imitation and Memory | 3.1 Relates recent events without contextual cues |
| | Anticipate routines. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Link past and present activities. | Cognitive | B. Imitation and Memory | 3. Relates past events |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|------------------------------|--|------------------|-----------------------------|--|
| Pre-Kindergarten (3-5 years) | Communicate about past events and anticipate what comes next during familiar routines and experiences. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | With modeling and support, remember and use information for a variety of purposes. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| | Recreate complex ideas, events/ situations with personal adaptations. | Cognitive | B. Imitation and Memory | 3.1 Relates recent events without contextual cues |
| | | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| | | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|--|------------------|--------------------------------|---|
| Topic: Symbolic Thought | | | | |
| Infants (Birth-8 months) | Explore real objects, people and actions. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Use one or two simple actions or objects to represent another in pretend play. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| Older Toddlers (16-36 months) | Engage in pretend play involving several sequenced steps and assigned roles. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| Pre-Kindergarten (3-5 years) | Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). | Literacy | A. Awareness of Print Concepts | 3.2 Recognizes common signs and logos |
| | Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| Topic: Reasoning and Problem-Solving | | | | |
| Infants (Birth-8 months) | Actively use the body to find out about the world. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | With modeling and support, use simple strategies to solve problems. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| Older Toddlers (16-36 months) | In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| Pre-Kindergarten (3-5 years) | Demonstrate ability to solve everyday problems based upon past experience. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| | Solve problems by planning and carrying out a sequence of actions. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|----------------------------------|---|-------------|--------------------------------|--|
| Strand: Number Sense | | | | |
| Topic: Number Sense and Counting | | | | |
| Infants (Birth-8 months) | Explore objects and attend to events in the environment. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Pay attention to quantities when interacting with objects. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Older Toddlers (16-36 months) | Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much. | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| | Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud. | Math | C. Reading and Writing Numbers | 1. Reads and writes numerals for quantities to 5 |
| Pre-Kindergarten (3-5 years) | Count to 20 by ones with increasing accuracy. | Math | A. Counting | 3. Counts out 20 items |
| | Identify and name numerals 1-9. | Math | A. Counting | 2. Counts out 10 items |
| | Identify without counting small quantities of up to 3 items. (Subsidize) | Math | A. Counting | 1.2 Recites numbers 1–3 |
| | Demonstrate one-to-one correspondence when counting objects up to 10. | Math | A. Counting | 2. Counts out 10 items |
| | Understand that the last number spoken tells the number of objects counted. | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| | | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| | | Math | A. Counting | 3.1 Counts 20 items to determine “How many?” |
| | Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10. | Math | B. Quantitative Relations | 2. Compares items in sets of 6 to 10 by counting |

Strand: Number Relationships and Operations

Topic: Number Relationships

| | | | | |
|-------------------------------|---|-----------|-----------------------------|--|
| Infants (Birth-8 months) | Explore objects and attend to events in the environment. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Notice changes in quantity of objects (especially ones that can be detected visually with ease). | Math | D. Addition and Subtraction | 1.1 Solves picture or object addition problems using shortcut sum strategy |
| Older Toddlers (16-36 months) | Demonstrate an understanding that “adding to” increases the number of objects in the group. | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| | Place objects in one-to-one correspondence relationships during play. | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| | | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| | | Math | A. Counting | 3.1 Counts 20 items to determine “How many?” |
| Pre-Kindergarten (3-5 years) | Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. | Math | D. Addition and Subtraction | 1.2 Counts forward to 10 |
| | | Math | D. Addition and Subtraction | 2.1 Solves picture or object subtraction problems with set of 10 or less |

Strand: Algebra

Topic: Group and Categorize

| | | | | |
|-------------------------------|--|-----------|-------------------------|---|
| Infants (Birth-8 months) | Notice differences between familiar and unfamiliar people, objects and places. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Young Toddlers (6-18 months) | Match two objects that are the same and select similar objects from a group. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Older Toddlers (16-36 months) | Sort objects into two or more groups by their properties and uses. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| Pre-Kindergarten (3-5 years) | Sort and classify objects by one or more attributes (e.g., size, number). | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |

Topic: Patterning

| | | | | |
|-------------------------------|--|-----------|-------------------------|---|
| Infants (Birth-8 months) | Imitate repeated movements. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| Young Toddlers (6-18 months) | Participate in adult-initiated movement patterns. | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| Older Toddlers (16-36 months) | Copy and anticipate a repeating pattern. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| Pre-Kindergarten (3-5 years) | Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| | Create patterns. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|-------------|-------------------------|--|
| Strand: Measurement and Data | | | | |
| Topic: Describe and Compare Measurable Attributes | | | | |
| Infants (Birth-8 months) | Explore properties of objects. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Young Toddlers (6-18 months) | Show awareness of the size of objects. | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| Older Toddlers (16-36 months) | Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Pre-Kindergarten (3-5 years) | Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight). | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Order objects by measurable attribute (e.g., biggest to smallest, etc.). | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Measure length and volume (capacity) using non-standard or standard measurement tools. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Topic: Data Analysis | | | | |
| Pre-Kindergarten (3-5 years) | Collect data by categories to answer simple questions. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|--|---|-------------|-------------------------|--------------------------------------|
| Strand: Geometry | | | | |
| Topic: Spatial Relationships | | | | |
| Infants (Birth-8 months) | Explore the properties of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Explore how things relate and move in space. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Older Toddlers (16-36 months) | Demonstrate how things relate together and/or move in space with increasing accuracy. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Pre-Kindergarten (3-5 years) | Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/ behind and next to. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Topic: Identify and Describe Shapes | | | | |
| Older Toddlers (16-36 months) | Recognize basic shapes. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| Pre-Kindergarten (3-5 years) | Understand and use names of shapes when identifying objects. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| Topic: Analyze, Compare and Create Shapes | | | | |
| Pre-Kindergarten (3-5 years) | Compare two-dimensional shapes, in different sizes and orientations, using informal language. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Create shapes during play by building, drawing, etc. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Combine simple shapes to form larger shapes. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---------------------------------------|--|----------------------|--------------------------------|--|
| Strand: Self | | | | |
| Topic: Social Identity | | | | |
| Infants (Birth-8 months) | Show awareness of self and awareness of other people. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| | | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| Young Toddlers (6-18 months) | Prefer familiar adults and recognize familiar actions and routines. | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| | | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| Older Toddlers (16-36 months) | Identify self and others as belonging to one or more groups by observable characteristics. | Social-Emotional | E. Meeting Social Expectations | Child correctly communicates identifying information about self, including first and last name, address, and phone number. |
| | | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Strand: History | | | | |
| Topic: Historical Thinking and Skills | | | | |
| Pre-Kindergarten (3-5 years) | Demonstrate an understanding of time in the context of daily experiences. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| | Develop an awareness of his/her personal history. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Topic: Heritage | | | | |
| Pre-Kindergarten (3-5 years) | Develop an awareness and appreciation of family cultural stories and traditions. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|------------------|--------------------------------|---|
| Strand: Geography | | | | |
| Topic: Spatial Thinking and Skills | | | | |
| Pre-Kindergarten (3-5 years) | Demonstrate a beginning understanding of maps as actual representations of places. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Topic: Human Systems | | | | |
| Pre-Kindergarten (3-5 years) | Identify similarities and differences of personal, family and cultural characteristics, and those of others. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| Strand: Government | | | | |
| Topic: Civic Participation Skills | | | | |
| Pre-Kindergarten (3-5 years) | Understand that everyone has rights and responsibilities within a group. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Demonstrate cooperative behaviors and fairness in social interactions. | Social-Emotional | E. Meeting Social Expectations | 3. Follows context-specific rules |
| | With modeling and support, negotiate to solve social conflicts with peers. | Social-Emotional | E. Meeting Social Expectations | 4.1 Uses strategies to resolve conflicts |
| | With modeling and support, demonstrate an awareness of the outcomes of choices. | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| Topic: Rules and Laws | | | | |
| Pre-Kindergarten (3-5 years) | With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-----------------------------------|---|-------------|-------------------------|--|
| Strand: Economics | | | | |
| Topic: Scarcity | | | | |
| Pre-Kindergarten (3-5 years) | With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. | Cognitive | D. Reasoning | 4. Draws plausible conclusions about events beyond personal experience |
| Topic: Production and Consumption | | | | |
| Pre-Kindergarten (3-5 years) | With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | With modeling and support, demonstrate responsible consumption and conservation of resources. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

Strand: Science Inquiry and Application

Topic: Inquiry

| | | | | |
|-------------------------------|---|------------|-------------------------|--|
| Infants (Birth-8 months) | Examine objects with lips and tongue. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Observe, hold, touch and manipulate objects. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| Young Toddlers (6-18 months) | Try different things with objects to see what happens or how things work. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Observe the physical and natural world around them. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Older Toddlers (16-36 months) | Engage in sustained and complex manipulation of objects. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Engage in focused observations of objects and events in the environment. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Ask questions about objects and events in the environment. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | With modeling and support, use simple tools to explore the environment. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|------------------------------|---|-------------|-------------------------|--|
| Pre-Kindergarten (3-5 years) | Explore objects, materials and events in the environment. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Make careful observations. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Pose questions about the physical and natural environment. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | Engage in simple investigations. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | Describe, compare, sort, classify, and order. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| | Record observations using words, pictures, charts, graphs, etc. | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |
| | Use simple tools to extend investigation. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Identify patterns and relationships. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Make predictions. | Cognitive | E. Scientific Discovery | 2. Anticipates outcome of investigation |
| | Make inferences, generalizations and explanations based on evidence. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| | Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|--|-------------|-------------------------|---|
| Topic: Cause and Effect | | | | |
| Infants (Birth-8 months) | Use simple actions to make things happen. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Young Toddlers (6-18 months) | Purposefully combine actions to make things happen. | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| Older Toddlers (16-36 months) | Demonstrate understanding that events have a cause. | Cognitive | D. Reasoning | 4. Draws plausible conclusions about events beyond personal experience |
| | | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Make predictions. | Cognitive | E. Scientific Discovery | 2. Anticipates outcome of investigation |
| Strand: Earth and Space Science | | | | |
| Topic: Explorations of the Natural World | | | | |
| Pre-Kindergarten (3-5 years) | With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon). | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

Strand: Physical Science

Topic: Explorations of Energy

| | | | | |
|------------------------------|--|-----------|-------------------------|----------------------------|
| Pre-Kindergarten (3-5 years) | With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | With modeling and support, explore the position and motion of objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | With modeling and support, explore the properties and characteristics of sound and light. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

Strand: Life Science

Topic: Explorations of Living Things

| | | | | |
|------------------------------|---|-----------|-------------------------|---|
| Pre-Kindergarten (3-5 years) | With modeling and support, identify physical characteristics and simple behaviors of living things. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | With modeling and support, recognize similarities and differences between people and other living things. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

Domain: Language and Literacy

Strand: Listening and Speaking

Topic: Receptive Language and Comprehension

| | | | | |
|-------------------------------|---|----------------------|--------------------------------|--|
| Infants (Birth-8 months) | Attend and respond to language and sounds. | Social-Communication | A. Early Social Communication | 1. Turns and looks toward person speaking |
| Young Toddlers (6-18 months) | Show understanding of simple requests and statements referring to people and objects around them. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| Older Toddlers (16-36 months) | Show understanding of requests and statements referring to people, objects, ideas and feelings. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | Demonstrate interest in and use words that are new or unfamiliar in conversation and play. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Understand when words are used in unconventional ways. | Social-Communication | C. Communicative Expression | 3.1 Uses irregular past tense of common verbs |
| Pre-Kindergarten (3-5 years) | Demonstrate understanding of increasingly complex concepts and longer sentences. | Social-Communication | B. Communicative Understanding | 4. Responds to comprehension questions related to why, how, and when |
| | Ask meaning of words. | Social-Communication | C. Communicative Expression | 4. Asks questions using inverted auxiliary |
| | Follow two-step directions or requests. | Social-Communication | B. Communicative Understanding | 3.1 Follows multistep directions with contextual cues |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-----------------------------------|---|----------------------|-------------------------------|---|
| Topic: Expressive Language | | | | |
| Infants (Birth-8 months) | Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings. | Social-Communication | A. Early Social Communication | 3. Engages in vocal exchanges |
| Young Toddlers (6-18 months) | Begin to use single words and conventional gestures to communicate with others. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Older Toddlers (16-36 months) | Combine words to express more complex ideas, or requests. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | With modeling and support, describe experiences with people, places and things. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Use words that indicate position and direction. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| Pre-Kindergarten (3-5 years) | Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | Describe familiar people, places, things and experiences. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Use drawings or other visuals to add details to verbal descriptions. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|------------------------------|--|----------------------|-----------------------------|---|
| Pre-Kindergarten (3-5 years) | <p>With modeling and support, use the conventions of standard English. (Grammar)</p> <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities. | Social-Communication | C. Communicative Expression | All |
| | With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Identify real-life connections between words and their use. (Vocabulary) | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|------------------------------------|--|----------------------|--------------------------------|---|
| Topic: Social Communication | | | | |
| Infants (Birth-8 months) | Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Young Toddlers (6-18 months) | Participate in and often initiate basic communications with family members or familiar others. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| Older Toddlers (16-36 months) | Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups. | Social-Communication | D. Social Use of Language | 1.1 Follows social conventions of language |
| Pre-Kindergarten (3-5 years) | With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed). | Social-Communication | D. Social Use of Language | 1.1 Follows social conventions of language |
| | With modeling and support, continue a conversation through multiple exchanges. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| Strand: Reading | | | | |
| Topic: Early Reading | | | | |
| Infants (Birth-8 months) | Show interest in books, pictures, songs and rhymes. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| Young Toddlers (6-18 months) | Actively participate in book reading, story-telling, and singing. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| | | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| Older Toddlers (16-36 months) | Show an appreciation for reading books, telling stories and singing. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------------|--|-------------|---------------------------------------|--|
| Topic: Reading Comprehension | | | | |
| Infants (Birth-8 months) | Attend and respond when familiar books are read aloud. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| Young Toddlers (6-18 months) | Point to familiar pictures in books when labeled by adult. | Literacy | D. Vocabulary and Story Comprehension | 1.2 Locates familiar objects, people, events, and actions in picture books |
| Older Toddlers (16-36 months) | Demonstrate an understanding of the meaning of stories and information in books. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| | Use pictures to describe and predict stories and information in books. | Literacy | D. Vocabulary and Story Comprehension | 2.1 Makes predictions about what will happen next in story |
| | Understand when words are used in unconventional ways during shared reading. | Literacy | D. Vocabulary and Story Comprehension | 3. Demonstrates understanding of abstract story vocabulary |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|------------------------------|---|-------------|---------------------------------------|---|
| Pre-Kindergarten (3-5 years) | Ask and answer questions, and comment about characters and major events in familiar stories. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| | Retell or re-enact familiar stories. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| | Identify characters and major events in a story. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |
| | Demonstrate an understanding of the differences between fantasy and reality. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | With modeling and support, describe what part of the story the illustration depicts. | Literacy | D. Vocabulary and Story Comprehension | 1. Demonstrates understanding that pictures represent text |
| | With modeling and support, name the author and illustrator of a story and what part each person does for a book. | Literacy | D. Vocabulary and Story Comprehension | 3.2 Demonstrates understanding of title, author, and illustrator |
| | With modeling and support, identify the topic of an informational text that has been read aloud. | Literacy | D. Vocabulary and Story Comprehension | 3. Demonstrates understanding of abstract story vocabulary |
| | With modeling and support, describe, categorize and compare and contrast information in informational text. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Actively engage in group reading with purpose and understanding. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|-------------|---------------------------------------|---|
| Topic: Fluency | | | | |
| Pre-Kindergarten (3-5 years) | With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| Topic: Print Concepts | | | | |
| Young Toddlers (6-18 months) | Demonstrate interest in exploring books. | Literacy | A. Awareness of Print Concepts | 2.1 Turns pages of book from beginning toward end |
| Older Toddlers (16-36 months) | Demonstrate a beginning understanding that print carries meaning. | Literacy | D. Vocabulary and Story Comprehension | 1. Demonstrates understanding that pictures represent text |
| | Distinguishes pictures from letters and words in a text. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Pre-Kindergarten (3-5 years) | Demonstrate an understanding of basic conventions of print in English and other languages. | Cognitive | A. Sensory Exploration | 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |
| | Orient books correctly for reading and turn pages one at a time. | Literacy | A. Awareness of Print Concepts | 2.1 Turns pages of book from beginning toward end |
| | Demonstrate an understanding that print carries meaning. | | A. Awareness of Print Concepts | 3.2 Recognizes common signs and logos |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|--------------------------------------|--|----------------------|--------------------------------|---|
| Topic: Phonological Awareness | | | | |
| Infants (Birth-8 months) | Vocalize sounds. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| Young Toddlers (6-18 months) | Explore sounds of materials and objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.). | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| Older Toddlers (16-36 months) | Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.). | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Pre-Kindergarten (3-5 years) | With modeling and support, recognize and produce rhyming words. | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |
| | With modeling and support, recognize words in spoken sentences. | Social-Communication | B. Communicative Understanding | 2.2 Responds to single-word directive |
| | With modeling and support identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words. | Literacy | B. Phonological Awareness | 3.1 Blends syllables into two- and three-syllable words |
| | With modeling and support, blend and segment onset and rhyme in single-syllable spoken words. | Literacy | B. Phonological Awareness | 3. Segments syllables of two- and three-syllable words |
| | With modeling and support identify initial and final sounds in spoken words. | Literacy | B. Phonological Awareness | 4.3 Identifies last sounds in CVC words |
| | | Literacy | B. Phonological Awareness | 4.4 Identifies beginning sounds in CVC words |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|--|-------------|--------------------------------|---|
| Topic: Letter and Word Recognition | | | | |
| Older Toddlers (16-36 months) | With modeling and support, recognize familiar logos and environmental print. | Literacy | A. Awareness of Print Concepts | 3.2 Recognizes common signs and logos |
| | With modeling and support, recognize own name in print. | Literacy | C. Alphabet Knowledge | 1.5 Recognizes three letters in own first name |
| Pre-Kindergarten (3-5 years) | With modeling and support, recognize and “read” familiar words or environmental print. | Literacy | A. Awareness of Print Concepts | 3. Recognizes print words for common or familiar people, objects, or pictures |
| | | Literacy | C. Alphabet Knowledge | 2.2 Reads frequently occurring sight words |
| | With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. | Literacy | C. Alphabet Knowledge | 1. Names all uppercase and lowercase letters of alphabet |
| | With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. | Literacy | C. Alphabet Knowledge | 1. Names all uppercase and lowercase letters of alphabet |
| | With modeling and support, recognize the sounds associated with letters. | Literacy | C. Alphabet Knowledge | 2.4 Produces correct sounds for six letters of alphabet |
| Strand: Writing | | | | |
| Topic: Early Writing | | | | |
| Infants (Birth-8 months) | Show ability to transfer and manipulate an object with hands. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| Young Toddlers (6-18 months) | Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble. | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| Older Toddlers (16-36 months) | Begin to use thumb and fingers (5- finger grasp) of one hand to hold writing tool. | Fine Motor | C. Mechanics of Writing | 1. Holds writing tool using three-finger grasp to write or draw |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|-------------|--------------------------------|---|
| Topic: Writing Process | | | | |
| Pre-Kindergarten (3-5 years) | Use a 3- finger grasp of dominant hand to hold a writing tool. | Fine Motor | C. Mechanics of Writing | 1. Holds writing tool using three-finger grasp to write or draw |
| | Demonstrate an understanding of the structure and function of print. | Literacy | A. Awareness of Print Concepts | 2.2 Holds book or other printed material with pictures correctly oriented |
| | With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. | Literacy | E. Writing | 3.2 Prints first name |
| | With modeling and support, demonstrate letter formation in “writing.” | Literacy | E. Writing | 3.4 Writes using “scribble writing” |
| | With modeling and support, show awareness that one letter or cluster of letters represents one word. | Literacy | C. Alphabet Knowledge | 2. Reads simple CVC and sight word text |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|----------------------|------------------------------|---|
| Topic: Writing Application and Composition | | | | |
| Older Toddlers (16-36 months) | Make marks and “scribble writing” to represent objects and ideas. | Literacy | E. Writing | 3.4 Writes using “scribble writing” |
| Pre-Kindergarten (3-5 years) | “Read” what they have written. | Literacy | E. Writing | 1. “Reads” back own dictation to label or caption picture |
| | With modeling and support, notice and sporadically use punctuation in writing. | Literacy | E. Writing | 3. Writes words using conventional spelling |
| | With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books). | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| | With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition) | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| | With modeling and support, discuss and respond to questions from others about writing/drawing. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | With modeling and support, explore a variety of digital tools to express ideas. | Fine Motor | D. Use of Electronic Devices | 1. Uses finger to interact with electronic device |

Domain: Physical Well-Being and Motor Development

Strand: Motor Development

Topic: Large Muscle: Balance and Coordination

| | | | | |
|-------------------------------|--|-------------|-------------------------------------|---|
| Infants (Birth-8 months) | Demonstrate strength and control of head, arms, legs and trunk using purposeful movements. | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |
| Young Toddlers (6-18 months) | Move with increasing coordination and balance, with or without adult support and/or assistive device. | Gross Motor | A. Body Control and Weight Transfer | 4. Assumes balanced sitting position |
| Older Toddlers (16-36 months) | Use locomotor skills with increasing coordination and balance. | Gross Motor | B. Movement and Coordination | All |
| | Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play. | Gross Motor | C. Active Play | All |
| Pre-Kindergarten (3-5 years) | Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). | Gross Motor | B. Movement and Coordination | 5.1 Runs |
| | | Gross Motor | B. Movement and Coordination | 7. Skips |
| | | Gross Motor | B. Movement and Coordination | 7.2 Hops forward on one foot |
| | Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). | Gross Motor | C. Active Play | All |
| | Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). | Gross Motor | B. Movement and Coordination | All |
| | Demonstrate spatial awareness in physical activity or movement. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|--|-------------|-------------------------|--|
| Topic: Small Muscle: Touch, Grasp, Reach, Manipulate | | | | |
| Infants (Birth-8 months) | Transfer a toy from one hand to another by reaching, grasping and releasing. | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| Young Toddlers (6-18 months) | Use both hands together to accomplish a task. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| Older Toddlers (16-36 months) | Coordinate the use of arms, hands and fingers to accomplish tasks. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| Pre-Kindergarten (3-5 years) | Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | Use classroom and household tools independently with eye-hand coordination to carry out activities. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|---|------------------|--------------------------------|--|
| Topic: Oral-Motor | | | | |
| Infants (Birth-8 months) | Use mouth and tongue to explore objects. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding. | Adaptive | A. Eating and Drinking | 3.3 Accepts food presented on eating utensils |
| Young Toddlers (6-18 months) | Take and chew small bites/pieces of finger food. | Adaptive | A. Eating and Drinking | 5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite |
| Older Toddlers (16-36 months) | Take bites from whole foods, coordinate chewing and swallowing. | Adaptive | A. Eating and Drinking | 2.1 Eats hard and chewy foods |
| Pre-Kindergarten (3-5 years) | Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister. | Adaptive | A. Eating and Drinking | 2. Eats foods from variety of food groups with variety of textures |
| Topic: Sensory-Motor | | | | |
| Infants (Birth-8 months) | Use senses and movement to explore immediate surroundings. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Young Toddlers (6-18 months) | Coordinate senses with movement. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| Older Toddlers (16-36 months) | Use sensory information to guide movement to accomplish tasks. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Pre-Kindergarten (3-5 years) | Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities. | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|------------------|--------------------------------|---|
| Strand: Physical Well-Being | | | | |
| Topic: Body Awareness | | | | |
| Infants (Birth-8 months) | Show awareness of own body. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Young Toddlers (6-18 months) | Point to basic body parts when asked. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| | | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Older Toddlers (16-36 months) | Name, point to and move body parts when asked. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Pre-Kindergarten (3-5 years) | Identify and describe the function of body parts. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| | | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Topic: Physical Activity | | | | |
| Infants (Birth-8 months) | Interact with adults in physical activities. | Gross Motor | C. Active Play | All |
| Young Toddlers (6-18 months) | Using simple movement skills, participate in active physical play. | Gross Motor | C. Active Play | All |
| Older Toddlers (16-36 months) | Participate in active physical play and structured activities requiring spontaneous and instructed body movements. | Gross Motor | C. Active Play | All |
| Pre-Kindergarten (3-5 years) | Participate in structured and unstructured active physical play exhibiting strength and stamina. | Gross Motor | C. Active Play | All |
| | Demonstrate basic understanding that physical activity helps the body grow and be healthy. | Gross Motor | C. Active Play | All |
| | | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|------------------|--------------------------------|---|
| Topic: Nutrition | | | | |
| Infants (Birth-8 months) | Express when hungry or full. | Social-Emotional | E. Meeting Social Expectations | 1.1 Meets internal physical needs of hunger and thirst |
| Young Toddlers (6-18 months) | Follow a regular eating routine. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| Older Toddlers (16-36 months) | Make simple food choices, have food preferences and demonstrate willingness to try new foods. | Adaptive | A. Eating and Drinking | 2. Eats foods from variety of food groups with variety of textures |
| Pre-Kindergarten (3-5 years) | Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Distinguish nutritious from non- nutritious foods. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|---|-------------|------------------------------|--|
| Topic: Self-Help | | | | |
| Infants (Birth-8 months) | Demonstrate emerging participation in dressing. | Fine Motor | A. Reach, Grasp, and Release | 1.2 Makes directed movements with arms |
| Young Toddlers (6-18 months) | With adult assistance, participate in personal care tasks (e.g., hand- washing, dressing, etc.). | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose |
| | | Adaptive | C. Dressing and Undressing | 1.1 Unfastens clothing |
| Older Toddlers (16-36 months) | With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.). | Adaptive | B. Personal Care Routines | 1.1 Indicates need to use toilet |
| | | Adaptive | B. Personal Care Routines | 2.2 Washes and dries hands |
| Pre-Kindergarten (3-5 years) | Independently complete personal care tasks (e.g., toileting, teeth- brushing, hand-washing, dressing etc.). | Adaptive | B. Personal Care Routines | 1. Carries out all toileting functions |
| | | Adaptive | B. Personal Care Routines | 3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose |
| | Follow basic health practices. | Adaptive | B. Personal Care Routines | 1. Carries out all toileting functions |
| | | Adaptive | B. Personal Care Routines | 2. Bathes and dries self |
| | | Adaptive | B. Personal Care Routines | 3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|--------------------------------|--|------------------|--------------------------------|--|
| Topic: Safety Practices | | | | |
| Young Toddlers (6-18 months) | Follow adult intervention and guidance regarding safety. | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |
| Older Toddlers (16-36 months) | Cooperate and/or stop a behavior in response to a direction regarding safety. | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Use adults as resources when needing help in potentially unsafe or dangerous situations. | Social-Emotional | E. Meeting Social Expectations | 3.1 Seeks adult permission when appropriate |
| Pre-Kindergarten (3-5 years) | With modeling and support, identify and follow basic safety rules. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | Identify ways adults help to keep us safe. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | With modeling and support, identify the consequences of unsafe behavior. | Cognitive | D. Reasoning | 4. Draws plausible conclusions about events beyond personal experience |
| | With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). | Adaptive | D. Personal Safety | 3. Takes independent action when faced with dangerous conditions or substances |
| | With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |

Domain: Social and Emotional Development

Strand: Self

Topic: Awareness and Expression of Emotion

| | | | | |
|-------------------------------|--|----------------------|---|---|
| Infants (Birth-8 months) | Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds. | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| Young Toddlers (6-18 months) | Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.1 Identifies/labels emotions in others |
| | | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| Older Toddlers (16-36 months) | Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| Pre-Kindergarten (3-5 years) | Recognize and identify own emotions and the emotions of others. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | Communicate a range of emotions in socially accepted ways. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|------------------|---|---|
| Topic: Self-Concept | | | | |
| Infants (Birth-8 months) | Begin to understand self as a separate person from others. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Young Toddlers (6-18 months) | Recognize self as a unique person with thoughts, feelings and distinct characteristics. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Older Toddlers (16-36 months) | Show awareness of themselves as belonging to one or more groups. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| | Identify own feelings, needs and interests. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| Pre-Kindergarten (3-5 years) | Identify the diversity in human characteristics and how people are similar and different. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Compare own characteristics to those of others. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Topic: Self-Comforting | | | | |
| Infants (Birth-8 months) | Comfort self in simple ways and communicate needs for help through vocalizations and gestures. | Adaptive | D. Personal Safety | 1.1 Communicates internal distress, discomfort, or pain to adult |
| Young Toddlers (6-18 months) | Comfort self in a variety of ways. | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |
| Older Toddlers (16-36 months) | Anticipate the need for comfort and try to prepare for changes in routine. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-----------------------------------|--|------------------|---|---|
| Topic: Self-Regulation | | | | |
| Infants (Birth-8 months) | Express and act on impulses. | Social-Emotional | E. Meeting Social Expectations | 1.1 Meets internal physical needs of hunger and thirst |
| Young Toddlers (6-18 months) | Respond positively to limits and choices offered by adults to help guide behavior. | Social-Emotional | E. Meeting Social Expectations | 3. Follows context-specific rules |
| Older Toddlers (16-36 months) | With modeling and support, manage actions and emotional expressions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| Pre-Kindergarten (3-5 years) | Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Demonstrate the ability to delay gratification for short periods of time. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| | With modeling and support, show awareness of the consequences for his/her actions. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| Topic: Sense of Competence | | | | |
| Infants (Birth-8 months) | Act in ways to make things happen. | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| Young Toddlers (6-18 months) | Show a sense of satisfaction when making things happen. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3. Makes positive statements about self or accomplishments |
| Older Toddlers (16-36 months) | Recognize own abilities and express satisfaction when demonstrating them to others. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| Pre-Kindergarten (3-5 years) | Show confidence in own abilities and accomplish routine and familiar tasks independently. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|------------------|---|---|
| Strand: Relationships | | | | |
| Topic: Attachment | | | | |
| Infants (Birth-8 months) | Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| Young Toddlers (6-18 months) | Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Seek close proximity to familiar adults for security and support, especially when distressed. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Imitate familiar adults. | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | Initiate play with familiar adults. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| Older Toddlers (16-36 months) | Display signs of comfort during play when familiar adults are nearby but not in the immediate area. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | Seek security and support from familiar adults when distressed. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| Pre-Kindergarten (3-5 years) | Express affection for familiar adults. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Seek security and support from familiar adults in anticipation of challenging situations. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Separate from familiar adults in a familiar setting with minimal distress. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|--|---|----------------------|---|---|
| Topic: Interactions with Adults | | | | |
| Infants (Birth-8 months) | Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults. | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| | | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| Young Toddlers (6-18 months) | Participate in routines and experiences that involve back and forth interaction with familiar adults. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| Older Toddlers (16-36 months) | Interact with familiar adults in a variety of ways. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Seek assistance from familiar adults. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Demonstrate early signs of interest in unfamiliar adults. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Pre-Kindergarten (3-5 years) | Engage in extended, reciprocal conversations with familiar adults. | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| | Request and accept guidance from familiar adults. | Social-Emotional | E. Meeting Social Expectations | 3.1 Seeks adult permission when appropriate |
| | | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|---|---|------------------|--|---|
| Topic: Peer Interactions and Relationships | | | | |
| Infants (Birth-8 months) | Show interest in other children. | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |
| | Repeat actions that elicit social responses from others. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| Young Toddlers (6-18 months) | Participate in simple back and forth interactions with peers for short periods of time. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| Older Toddlers (16-36 months) | Engage in associative play with peers. | Social-Emotional | C. Interactions with Peers | 3.2 Joins others in cooperative activity |
| | With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns. | Social-Emotional | C. Interactions with Peers | 4.1 Knows and follows game rules |
| Pre-Kindergarten (3-5 years) | Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| | Demonstrate socially competent behavior with peers. | Social-Emotional | C. Interactions with Peers | 4.1 Knows and follows game rules |
| | With modeling and support, negotiate to resolve social conflicts with peers. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |

| Age Range | OH Standard Statements | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Item |
|-------------------------------|--|------------------|---|---|
| Topic: Empathy | | | | |
| Infants (Birth-8 months) | React to emotional expressions of others. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| Young Toddlers (6-18 months) | Demonstrate awareness of the feelings expressed by others. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.1 Identifies/labels emotions in others |
| Older Toddlers (16-36 months) | Demonstrate awareness that others have feelings. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.1 Identifies/labels emotions in others |
| | Respond in caring ways to another's distress in some situations. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| Pre-Kindergarten (3-5 years) | Express concern for the needs of others and people in distress. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Show regard for the feelings of other living things. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |