



ALIGNMENT

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

WITH

Tennessee Early Learning Developmental Standards (TN-ELDS)

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

This document aligns the content from the *Tennessee Early Learning Developmental Standards (TN-ELDS)* for Birth to 48 Months [2013] and Four-Year-Olds [2018] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Created November 2021

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Approaches to Learning (AL)				
Engages and Interacts				
Birth–12 Months	AL.0-12.1 Interact with caregiver in a playful manner.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	AL.0-12.2 Show awareness of familiar items in her environment.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	AL.0-12.3 Demonstrate some awareness of familiar people and activities.	Social-Emotional	A. Interactions with Adults	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
13–24 Months	AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	AL.13-24.2 Begin to self-select play activities to support own curiosity and to engage in pretend and imaginative play.	Social-Emotional	D. Social Use of Language	3. Initiates and completes independent activities
	AL.13-24.3 Demonstrate an emerging awareness of the connection between prior and new knowledge.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
25–36 Months	AL.25-36.1 Interact with other children in a playful manner.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	AL.25-36.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play.	Social-Emotional	D. Independent and Group Participation	3. Solves problems using multiple strategies
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
37–48 Months	AL.37-48.1 Demonstrate increasing interest in interactions within his environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	AL.37-48.2 Demonstrate ability to act out more complex pretend play scenarios.	Social-Emotional	A. Interactions with Adults	2.2 Uses imaginary props in play
		Social-Emotional	A. Interactions with Adults	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	AL.37-48.3 Demonstrate awareness of connection between prior and new knowledge.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

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Flexibility and Inventiveness				
Birth–12 Months	AL.0-12.4 Demonstrate emerging ability to transition from one thing to another with little protest.	Social-Emotional	D. Independent and Group Participation	3.1 Uses socially appropriate physical orientation
	AL.0-12.5 Begin to explore materials by mouthing, touching and throwing.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	AL.0-12.6 Demonstrate emerging awareness of the properties of materials.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
13–24 Months	AL.13-24.4 Attempt new things with adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL.13-24.5 Begin to ask simple questions.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
				4.1 Asks wh- questions
	AL.13-24.6 Use materials in ways other than originally intended.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
25–36 Months	AL.25-36.4 Attempt new things with excitement and anticipation.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL.25-36.5 Demonstrate emerging ability to ask questions for information or clarification.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
				2.2 Uses imaginary props in play
	AL.25-36.6 Invent uses for materials other than originally intended.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
37–48 Months	AL.37-48.4 Attempt more challenging things.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL.37-48.5 Continue to ask questions for information or clarification.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
				2.1 Uses object to represent another object
	AL.37-48.6 Use materials in complex ways, may use in ways other than originally intended.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

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Problem Solving				
Birth–12 Months	AL.0-12.7 With prompting and support show awareness of people and things in his environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	AL.0-12.8 Show emerging awareness of his/her effect on her environment.	Cognitive	A. Sensory Exploration	1. Uses object to obtain another object
		Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
13–24 Months	AL.13-24.7 Begin to identify a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL.13-24.8 Show increasing awareness of his effect on his environment.	Cognitive	C. Conceptual Knowledge	1. Uses object to obtain another object
25–36 Months	AL. 25-36.7 Identify a problem and try to solve it.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL.25-36.8 Begin to intentionally affect his environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
37–48 Months	AL.37-48.7 Identify a problem and sometimes solve it with the help of others.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL.37-48.8 Continue to make things happen within his environment.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Persistence				
Birth–12 Months	AL.0-12.9 Begin to pay attention to familiar sounds, activities and people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	AL.0-12.10 Become involved in familiar activities.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
13–24 Months	AL.13-24.9 Recognize and respond to familiar sounds, activities and people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Cognitive	A. Sensory Exploration	All
	AL.13-24.10 Show increasing involvement in familiar activities.	Cognitive	B. Imitation and Memory	All
25–36 Months	AL.25 –36.9 Demonstrate increasing interest in familiar activities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	AL.25-36.10 Play with favorite toy, repeating actions over and over.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
37–48 Months	AL.37-48.9 Stay interested in an activity for longer periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL.37-48.10 Work at a task or activity for longer periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

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Social Emotional Development (SE)				
Self-Awareness (Self-Concept)				
Birth–12 Months	SE.0-12.1 Begin to express preferences and interests.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	SE.0-12.2 Express feelings.	Social Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE.0-12.3 Pay attention and responds to name and images of self.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
13–24 Months	SE.13-24.1 Show preferences, likes and dislikes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	SE.13-24.2 Express wishes, worries and fears.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE.13-24.3 Explore the environment to find out who he is and what he can do.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
25–36 Months	SE.25-36.1 Show an emerging sense of self.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SE.25-36.2 Demonstrate increased skill in identifying and expressing feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE.25-36.3 Begin to gain a sense of mastery and achievement.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
37–48 Months	SE.37-48.1 Show positive self-esteem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SE.37-48.2 Verbalize feelings, needs and wants.	Social-Emotional	A. Interactions with Adults	4.1 Makes requests of others
			A. Interactions with Adults	4.2 Makes choices to express preferences
	SE.37-48.3 Show greater comfort with independence and increased feelings of self- worth.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

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Self-Regulation (Self-Control)				
Birth–12 Months	SE.0-12.4 Demonstrate some ability to self-regulate.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
		Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	SE.0-12.5 Begin to relate to other children.	Social-Emotional	C. Interactions with Peers	All
13–24 Months	SE.12-24.4 Attempt to manage own behavior with guidance and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SE.13-24.5 Begin to test social boundaries.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
25–36 Months	SE.25-36.4 Demonstrate emerging ability to manage own behavior.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
		Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE.25-36.5 Show willingness to follow simple rules.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
37–48 Months	SE.37-48.4 Manage own behavior with increasing skill.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE.37-48.5 Begin to demonstrate an understanding of social expectations.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

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Cooperation				
Birth–12 Months	SE.0-12.6 Demonstrate awareness of others.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SE.0-12.7 Recognize actions and images of familiar adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
		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
	SE.0-12.8 Engage in social play with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult 2.1 Initiates simple social interaction with familiar adult
	SE.0-12.9 Begin to show awareness of feelings displayed by others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
13–24 Months	SE.13-24.6 May interact with another child for a short period of time.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer 1.2 Responds appropriately to peer social behavior
	SE.13-24.7 Enjoy imitating the actions of adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	SE.13-24.8 Begin to engage in social play with other children.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		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
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	SE.13-24.9 Show awareness of the feelings displayed by others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
25–36 Months	SE.25-36.6 Play beside other children for several minutes.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	SE.25-36.7 Share some pretend play themes.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		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
	SE.25-36.8 Play with others more frequently and for longer periods of time.	Social-Emotional		
	SE.25-36.9 Respond to other children's feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

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37–48 Months	SE.37-48.6 Engage in cooperative play with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	SE.37-48.7 Begin to develop more complex pretend play themes.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		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
	SE.37-48.8 Show increasing willingness to work out problems with peers.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	SE.37-48.9 Show increasing ability to understand the feelings of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Language and Early Literacy (LE)				
Receptive Language				
Birth–12 Months	LE.0-12.1 Respond to sights and sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
13–24 Months	LE.13-24.1 Show increased understanding of words and gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
25–36 Months	LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
37–48 Months	LE.37-48.1 Listen with understanding and interest to conversations, directions, music and a variety of reading materials.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

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Expressive Language				
Birth–12 Months	LE.0-12.2 Use some sounds and body movements to communicate.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
13–24 Months	LE.13-24.2 Use consistent sounds, gestures, and some words to communicate.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
25–36 Months	LE.25-36.2 Use words and some standards of speech to express thoughts and ideas.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
37–48 Months	LE.37-48.2 Use language for a variety of purposes.	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
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Speech				
Birth–12 Months	LE.0-12.3 Develop and makes sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
13–24 Months	LE.13-24.3 Develop and make sounds with intentionality to communicate needs.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
25–36 Months	LE.25-36.3 Produce speech that is increasingly understandable by most familiar adults.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
37–48 Months	LE.37-48.3 Produce speech that is clear enough to be understood by most people.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

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Reading Foundational Skills				
Birth–12 Months	LE.0-12.4 Focus eyes on simple pictures in books or drawings.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	LE.0-12.5 Begin to explore physical properties of a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LE.0-12.6 Show increased involvement and enjoyment with books.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
13–24 Months	LE.13-24.4 Begin to show interest in exploring books.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LE.13-24.5 Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Literacy	A. Awareness of Print Concepts	Child correctly identifies own first name in print.
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	LE.13-24.6 Show enjoyment of books and stories.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
25–36 Months	LE.25-36.4 Begin to understand the connection between books and personal experiences.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	LE.25-36.5 Recognize and enjoy reading familiar books.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	LE.25-36.6 Begin to recite from memory familiar books.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
37–48 Months	LE.37-48.4 Demonstrate interest in books and what they contain.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	LE.37-48.5 Demonstrate knowledge of how to use a book.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LE.37-48.6 Show awareness that print conveys a message, that print is read rather than pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

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Writing Behaviors and Skills				
Birth–12 Months	LE.0-12.7 Begin to show interest in exploring writing tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	LE.0-12.8 Begin to use writing tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
13–24 Months	LE.13-24.7 Show increased interest in exploring writing tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	LE.13-24.8 Begin to use writing tools to make marks on paper.	Literacy	E. Writing	2.1 Makes representational drawings
25–36 Months	LE.25-36.7 Use a variety of writing tools to make scribbles.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	LE.25-36.8 Scribble and draws with intentionality.	Literacy	E. Writing	3.4 Writes using “scribble writing”
37–48 Months	LE.37-48.7 Begin to attend to print in the environment, especially own name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	LE.37-48.8 Attempt to “write” own name.	Literacy	E. Writing	3.2 Prints first name
		Literacy	E. Writing	3.3 Copies entire first name
Math (MA)				
Counting and Cardinality				
Birth–12 Months	MA.0-12.1 Pay attention to what is happening in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
13–24 Months	MA.13-24.1 Show interest while watching and listening to others counting.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
25–36 Months	MA.25-36.1 Begin to count by rote.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
37–48 Months	MA.37-48.1 Begin to identify and label objects using numbers.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
		Math	C. Reading and Writing Numbers	3.2 Labels numerals 11–20
Comparing Numbers				
Birth–12 Months	MA.0-12.2 Aware of surroundings; makes things happen, most often unintentionally.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
13–24 Months	MA.13-24.2 Begin to understand similarities and differences.	Cognitive	E. Scientific Discovery	2.3 Makes observations
25–36 Months	MA.25-36.2 Begin to build understanding of concepts such as more and one more.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
37–48 Months	MA.37-48.2 Begin to use comparative language such as more/less, equal to describe objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Operations and Algebra				
Birth–12 Months	MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
13–24 Months	MA.13-24.3 Show interest in and understanding of identifying characteristics of objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
25–36 Months	MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
37–48 Months	MA.37-48.3 Explores and begins to sort and classify objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Measurement and Data				
Birth–12 Months	MA.0-12.4 Begin to experiment with containers and items.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
13–24 Months	MA.13-24.4 Continue to experiment with containers and items with little understanding of capacity.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
25–36 Months	MA.25-36.4 Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
37–48 Months	MA.37-48.4 Begin to demonstrate understanding of time, length, weight, capacity and temperature.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Geometry and Spatial Sense				
Birth–12 Months	MA.0-12.5 Display short term memory.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
		Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
		Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
13–24 Months	MA.13-24.5 Begin to show interest in how things fit together.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
25–36 Months	MA.25-36.5 Explore world and understands position in space and how to get around.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
37–48 Months	MA.37-48.5 Become aware of his body and personal space during active exploration of physical environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Problem Solving and Analyzing Data				
Birth–12 Months	MA.0-12.6 Begin to understand concept of object permanence.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
13–24 Months	MA.13-24.6 Begin to understand how parts work together.	Cognitive	D. Reasoning	1. Uses object to obtain another object
25–36 Months	MA.25-36.6 Explore materials and understands simple acts of cause and effect.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
37–48 Months	MA.37-48.6 Show interest in creating simple graphs.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
Science (S)				
Sensory Awareness				
Birth–12 Months	S.0-12.1 Begins to use all five senses to explore and understand surroundings.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
13–24 Months	S.13-24.1 Use all five senses to explore and understand surroundings.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
25–36 Months	S.25-36.1 Demonstrate emerging ability to connect sensory input with words and expressions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
37–48 Months	S.37-48.1 Demonstrate growing ability to connect sensory input with words and expressions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Observation and Exploration				
Birth–12 Months	S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
13–24 Months	S.13-24.2 Use exploration as a means of understanding and processing differences and similarities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
25–36 Months	S.25-36.2 Build knowledge of world through observation of surroundings.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
37–48 Months	S.37-48.2 Observe surroundings in relation to prior knowledge and methods.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Problem Solving				
Birth–12 Months	S.0-12.3 Begin to expect actions when basic needs are met in response to expressions of comfort and discomfort.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
13–24 Months	S.13-24.3 Expect specific results when playing with toys and other objects.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
25–36 Months	S.25-36.3 Begin to use reasoning skill and imagination when planning ways to make things happen.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
37–48 Months	S.37-48.3 Build understanding of reasoning skill and imagination when planning ways to make things happen.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Simple Tools				
Birth–12 Months	S.0-12.4 Use body movements to explore and understand surroundings.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
13–24 Months	S.13-24.4 Begin to use simple tools to build knowledge of world through observation and awareness of surroundings.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
25–36 Months	S.25-36.4 Use simple tools to build knowledge of world through observation and awareness of surroundings.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
37–48 Months	S.37-48.4 Imitate familiar actions in using simple tools to build knowledge of world through observation and awareness of surroundings.	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
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Earth and Space				
Birth–12 Months	S.0-12.5 Explore textures, sounds, tastes found in nature.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
13–24 Months	S.13-24.5 Explore a variety of earth materials found in nature and created environments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
25–36 Months	S.25-36.5 Explore and begins to identify a variety of earth materials by distinct properties.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
37–48 Months	S.37-48.5 Begin to investigate and identify a variety of earth materials by their observable properties.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sequencing and Time				
Birth–12 Months	S.0-12.6 Begin to understand familiar routines.	Cognitive	B. Imitation and Memory	3. Relates past events
	S.0-12.7 Begin to anticipate familiar actions.	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
	S.0-12.8 With support and assistance builds understanding of sensations of cold, hot, warm, dry.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
13–24 Months	S.13-24.6 Show increased knowledge and memory for details and routines.	Cognitive	B. Imitation and Memory	3. Relates past events
	S.13-24.7 Demonstrate some understanding of when things happen in relation to routines.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	S.13-24.8 With support and assistance develops understanding of consequences of sensations related to weather conditions.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
		Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
25–36 Months	S.25-36.6 Begin to understand consequences when recreating events.	Cognitive	B. Imitation and Memory	3. Relates past events
	S.25-36.7 Demonstrate some understanding of when things happen in relation to routines.	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
	S.25-36.8 Increasing understanding of consequences of weather related events.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
37–48 Months	S.37-48.6 Understand sequencing and time in relation to daily routines.	Cognitive	B. Imitation and Memory	3. Relates past events
	S.37-48.7 Use acquired knowledge of details of routines to carry out some routines independently.	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	B. Imitation and Memory	3.3 Relates events immediately after they occur
	S.37-48.8 Demonstrates understanding of simple weather conditions and related vocabulary.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Living Things				
Birth–12 Months	S.0-12.9 Begin to recognize familiar animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	S.0-12.10 Begin to recognize familiar animals have needs that are similar to their own.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
13–24 Months	S.13-24. 9 Recognize familiar animals and begins to identify characteristics of familiar animals with support and assistance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	S.13-24.10 Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
25–36 Months	S.25-36.9 Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	S.25-36.10 Observe and describe familiar characteristics of plants and animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
37–48 Months	S.37-48.9 Begin to describe and identify the similarities, categories, and different structures of familiar plants and animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	S.37-48.10 Observe and describe and characteristics and needs of plants and animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Science				
Birth–12 Months	S.0-12.9 Begin to observe properties of objects with support and assistance.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.0-12.10 Develop an awareness of objects in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.0-12.11 Develop awareness of how objects move and begin to recognize vocabulary descriptors for movements.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
13–24 Months	S.13-24.9 Categorize objects based on simple observable properties.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	S.13-24.10 Observe descriptors of objects in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	S.13-24.11 Observe how objects move and identify common motion related vocabulary.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
25–36 Months	S.25-36.9 Build understanding to describe and categorize objects based on simple observable properties.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	S.25-36.10 Demonstrate an emerging awareness of changes in the environment.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	S.25-36.11 Observe and make simple predictions and build simple descriptors for how objects move and begin to use common related vocabulary.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
37–48 Months	S.37-48.9 Describe and categorize objects based on some observable properties.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	S.37-48.10 Develop an awareness that objects can change in their environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
		Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	S.37-48.11 Observe, predict, and solve problems based on prior knowledge and experiences and describe how objects move.	Cognitive	E. Scientific Discovery	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social Studies (SS)				
Interactions and Culture				
Birth–12 Months	SS.0-12.1 Engage with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SS.0-12.2 Show emerging awareness of and some anxiety towards unfamiliar people.	Social-Emotional	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
13–24 Months	SS.13-24.1 Rely on the presence of familiar adults to try things.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SS.13-18.2 Show awareness of and continued anxiety towards unfamiliar adults.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
25–36 Months	SS.25-30.1 Show need for familiar adult’s approval.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	SS.25-30.2 Show cautious interest in unfamiliar adults.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
37–48 Months	SS.37-48.1 Begins to understand concept of individual, culture and community.	Social-Communication	A. Early Social Communication	All
	SS.37-48.2 Demonstrate increasing interest in unfamiliar people.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
History				
Birth–12 Months	SS.0-12.3 Begin to form an individual schedule.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SS.0-12.4 Demonstrate emerging awareness of familiar with routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SS.0-12.5 Explore environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
13–24 Months	SS.13-24.3 Need and expect routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SS.13-24.4 Begin to recognize routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SS.19-24.5 Begin to recognize changes in the environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
25–36 Months	SS.25-36.3 Begin to identify common events and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SS.25-36.4 Begin to categorize time intervals.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	SS.25-36.5 Begin to react to changes in the environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
37–48 Months	SS.37-48.1 Identify common events and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SS.37-48.4 Begin to categorize time intervals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	SS.37-48.5 React to changes in environment.	Social-Emotional	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Creative Arts (CA)				
Music				
Birth–12 Months	CA.0-12.1 Respond to sound in the environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.0-12.2 Begin to produce sounds.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		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
13–24 Months	CA.13-24.1 Respond to and show preference for certain sounds.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	CA.13-24.2 Begin to use sounds for music making.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
25–36 Months	CA.25-36.1 Enjoy moving to and singing to music.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	CA.25-36.2 Enjoy making own music.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
37–48 Months	CA.37-48.1 Enjoy participating in group music activities and music making activities.	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
	CA.37-48.2 Experiment with voice and instruments.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Art				
Birth–12 Months	CA.0-12.3 Begin to focus on and show fascination for fun toys and activities.	Social Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	CA.0-12.4 Show interest in art tools.			
13–24 Months	CA.13-24.3 Focus on and show fascination in fun things.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	CA.13-24.4 Use crayon to scribble on paper.	Literacy	C. Alphabet Knowledge	1.4 Scribbles
25–36 Months	CA.25-36.3 Focus on and shows fascination in fun things.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	CA.25-36.4 Scribble and paint.	Literacy	C. Alphabet Knowledge	1.4 Scribbles
37–48 Months	CA.37-48.3 Focus on and shows fascination for fun things.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	CA.37-48.4 Scribble and paint and begin to use other art materials.	Literacy	C. Alphabet Knowledge	1.4 Scribbles

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Dramatic Play and Movement				
Birth–12 Months	CA.0-12.5 Begin to discover his/her body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.0-12.6 Begin to purposefully act on his environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
13–24 Months	CA.13-24.5 Demonstrate control of body.	Gross Motor	A. Body Control and Weight Transfer	All
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.13-24.6 Begin to use the environment for pretend play.	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
25–36 Months	CA.25-36.5 Demonstrate increasing control of body.	Gross Motor	A. Body Control and Weight Transfer	All
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.25-36.6 Become more purposeful in using the environment for pretend play.	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
37–48 Months	CA.37-48.5 Control body to participate in creative movement and drama.	Gross Motor	C. Active Play	All
	CA.37-48.6 Become more creative in dramatic play activities.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Physical Development (PD)				
Gross Motor (Large Muscle)				
Birth–12 Months	PD.0-12.1 Gain control of head and body.	Gross Motor	A. Body Control and Weight Transfer	All
13–24 Months	PD.13-24.1 Move from place to place.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	3.4 Cruises
25–36 Months	PD.25-36.1 Show coordination skills while moving around and engaging in play activities.	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
37–48 Months	PD.37-48.1 Move with enough control to perform more complex tasks.	Gross Motor	C. Active Play	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fine Motor (Small Muscle)				
Birth–12 Months	PD.0-12.2 Hold things briefly before dropping.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
13–24 Months	PD.13-24.2 Manipulate small objects exploring how they can be combined and changed.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
		Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
25–36 Months	PD.25-30.2 Demonstrate eye-hand coordination while manipulating and exploring objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.1 Assembles toy
		Fine Motor	B. Functional Skill Use	3.2 Aligns objects
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
37–48 Months	PD.37-48.2 Use hands with increasing control and precision for a variety of purposes.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
		Fine Motor	B. Functional Skill Use	3.2 Aligns objects
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Self-Help				
Birth–12 Months	PD.0-12.3 Show increased awareness of and cooperation with personal routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
13–24 Months	PD.13-24.3 Participate in personal care routines with guidance and assistance.	Adaptive	B. Personal Care Routines	All
25–36 Months	PD.25-36.3 Participate in personal care routines accomplishing many with minimal or no assistance.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
37–48 Months	PD.37-48.3 Begin to perform self-help skills and follows basic health and safety rules.	Adaptive	All	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Approaches to Learning (PK.AL)				
Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.				
4 years	PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		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
	PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Self-Regulation: Engage in learning to effectively plan and problem solve.				
4 years	PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Cognitive	D. Reasoning	2.2 Uses simple actions on objects

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Critical Thinking: Actively inquire and reflect about new ideas and activities.				
4 years	PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Communication: Actively engage in conversations with adults and peers.				
4 years	PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
		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
	AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Collaboration: Actively engage in learning with other people.				
4 years	PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social and Personal Competencies (PK.SPC)				
Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.				
4 years	PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-Management: Understand and use strategies for managing emotions and behaviors constructively.				
4 years	PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.				
4 years	PK.SPC.SCA.1 Show empathy and caring for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Relationship Skills: Use positive communication skills to interact effectively with others.				
4 years	PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	PK.SPC.RS.3 Initiate play and interact positively with another child or children.	Social-Emotional	C. Interactions with Peers	1.1 Meets internal physical needs of hunger and thirst
	PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
English Language Arts				
Reading Standards Key Ideas and Details – Standard #1 R.KID.1				
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to				
4 years (ELDS)	PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Kindergarten	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Reading Standards Key Ideas and Details – Standard #2 R.KID.2				
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.				
4 years (ELDS)	PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Kindergarten	K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Reading Standards Key Ideas and Details – Standard #3 R.KID.3				
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
4 years (ELDS)	PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Kindergarten	K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	Cognitive	C. Conceptual Knowledge	4.1 Asks wh- questions
	K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
		Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading Standards Craft and Structure – Standard #4 R.CS.4				
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices				
4 years (ELDS)	PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten	K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	K.RL.CS.4 With prompting and support, answer questions about unknown words in text.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Reading Standards Craft and Structure – Standard #5 R.CS.5				
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza)				
4 years (ELDS)	PK.RI.CS.5 Recognize various text features.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	PK.RL.CS.5 Recognize common types of text.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Kindergarten	K.RI.CS.5 Know various text features.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	K.RL.CS.5 Recognize common types of texts.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Reading Standards Craft and Structure – Standard #6 R.CS.6				
Assess how point of view or purpose shapes the content and style of a text.				
4 years (ELDS)	PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten	K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading Standards Craft and Structure – Standard #6 R.CS.6 Assess how point of view or purpose shapes the content and style of a text.				
4 years (ELDS)	PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Kindergarten	K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of				
4 years (ELDS)	PK.RI.IKI.8 This standard begins in Kindergarten.			
	PK.RL.IKI.8 Not applicable to literature.			
Kindergarten	K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.	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
	K.RL.IKI.8 Not applicable to literature.			
Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.				
4 years (ELDS)	PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten	K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading Standards Range of Reading and Level of Text Complexity – Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.				
4 years (ELDS)	PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Kindergarten	K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.				
4 years (ELDS)	K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	b. Recognize that spoken words can be written and read.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	c. With guidance and support, understand that words are made up of alphabet letters.	Literacy	C. Alphabet Knowledge	All
	d. Recognize familiar uppercase letters and some of the most common lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
	e. Distinguish between pictures and words.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	a. Follow words from left to right, top to bottom, and page-by-page.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
	e. Distinguish between pictures and words.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
		Literacy	E. Writing	1.2 Verbally labels representational drawings
		Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
4 years (ELDS)	PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	a. Recognize and discriminate between rhyming words in spoken language.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
		Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	e. Identify whether or not two words begin or end with the same sound.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
Kindergarten	K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Literacy	B. Phonological Awareness	All
	a. Recognize and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	b. Count, pronounce, blend, and segment syllables in spoken words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	c. Blend and segment onsets and rimes of single- syllable spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Phonics and Word Recognition – Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
4 years (ELDS)	PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	Literacy	B. Phonological Awareness	All
	a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	Literacy	B. Phonological Awareness	All
	b. Recognize high-frequency words by sight, including own name and other familiar words in the environment	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
		Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	c. Begin to decode regularly spelled CVC words.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
		Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
Kindergarten	K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	Literacy	C. Alphabet Knowledge	All
	a. Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	b. Associate the long and short sounds with the common spellings for the five major vowels.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
		Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	c. Read common high-frequency words by sight.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
		Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
		Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Word Composition – Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
4 years (ELDS)	PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.	Literacy	B. Phonological Awareness	All
	a. Begin to recognize the difference between upper and lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
	b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	Literacy	E. Writing	3.4 Writes using “scribble writing”
Kindergarten	K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	Literacy	B. Phonological Awareness	All
	a. Write uppercase and lowercase manuscript letters from memory.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
		Literacy	E. Writing	3.2 Prints first name
		Literacy	E. Writing	3.3 Copies entire first name
	b. Write a letter/letters for most consonant and short vowel sounds (phonemes).	Literacy	E. Writing	3. Writes words using conventional spelling
	c. Represent phonemes first to last in simple words using letters (graphemes) such as “rop” for “rope.”	Literacy	E. Writing	3.1 Writes using developmental spelling
	d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.	Literacy	E. Writing	3.1 Writes using developmental spelling
Foundational Literacy Standards Fluency – Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
4 years (ELDS)	PK.F.5 Interact with text to support comprehension.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
		Literacy	E. Writing	1.1 Dictates description of drawing
	a. Use illustrations to retell story events in familiar picture books.	Literacy	E. Writing	2.1 Makes representational drawings
Kindergarten	K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	a. Read emergent-reader texts with purpose and understanding.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and				
4 years (ELDS)	PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.	Social-Communication	C. Communicative Expression	All
		Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
	a. With modeling or verbal prompts, orally produce complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	d. Form regular plural nouns when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	e. Understand and use question words (interrogatives) when speaking and in shared language activities.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	g. With prompting and support, produce and expand complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	h. Begin to recognize that a name begins with a capital letter.	Literacy	E. Writing	3.2 Prints first name

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.	Social-Communication	C. Communicative Expression	All
		Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
	a. With modeling or verbal prompts, orally produce complete sentences.	Social-Communication	C. Communicative Expression	1. Maintains interaction with peer
	b. Follow one-to-one correspondence between voice and print when writing a sentence.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	d. Form regular plural nouns when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	e. Understand and use question words (interrogatives) when speaking and in shared language activities.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
			C. Communicative Expression	4.1 Asks wh- questions
	f. Use the most frequently occurring prepositions when speaking and in shared language activities.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	g. Produce and expand complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Literacy	E. Writing	3. Writes words using conventional spelling
	i. Recognize and name end punctuation.			

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and				
4 years (ELDS)	PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	(1) Sort common objects into categories to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	(2) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	(3) Make real-life connections between words and their use.	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
	(4) Distinguish shades of meaning among verbs describing the same general action.	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Social-Communication	C. Communicative Expression	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Writing Standards Text Types and Protocol – Standard #1 W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
4 years (ELDS)	PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
Kindergarten	K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
Writing Standards Text Types and Protocol – Standard #2 W.TTP.2				
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,				
4 years (ELDS)	PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
Kindergarten	K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
Writing Standards Text Types and Protocol – Standard #3 W.TTP.3				
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event				
4 years (ELDS)	PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
Kindergarten	K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4				
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
4 years (ELDS)	PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
Kindergarten	K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5				
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
4 years (ELDS)	PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	2.1 Makes representational drawings
		Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
Kindergarten	K.W.PDW.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Literacy	E. Writing	3.2 Prints first name
		Literacy	E. Writing	3.3 Copies entire first name
		Literacy	E. Writing	3.4 Writes using “scribble writing”
Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6				
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
4 years (ELDS)	PK.W.PDW.6 This standard begins in Kindergarten.			
Kindergarten	K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7				
Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.				
4 years (ELDS)	PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Kindergarten	K.W.RBPK.7 Participate in shared research and writing projects such as reading a number of books by a favorite author and expressing opinions about them.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8				
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.				
4 years (ELDS)	PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Writing Standards Research to Build and Present Knowledge – Standard #9 W.RBPK.9				
Draw evidence from literary or informational texts to support analysis, reflection, and research.				
4 years (ELDS)	PK.W. RBPK.9 This standard begins in Grade 4.			
Kindergarten	K.W.RBPK.9 This standard begins in Grade 4.			
Writing Standards Range of Writing – Standard #10 W.RW.10				
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a				
4 years (ELDS)	PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Kindergarten	K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing				
4 years (ELDS)	PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day. a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.	Social-Emotional	D. Independent and Group Participation	All
		Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		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
		Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
		Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Kindergarten	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	Social-Communication	D. Social Use of Language	All
Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.				
4 years (ELDS)	PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Kindergarten	K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
		Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.				
4 years (ELDS)	PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
Kindergarten	K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are				
4 years (ELDS)	PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
4 years (ELDS)	PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	Literacy	E. Writing	2.1 Makes representational drawings
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
4 years (ELDS)	PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Kindergarten	K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mathematics				
Counting and Cardinality (CC): Standard A Know number names and the counting sequence.				
4 years (ELDS)	PK.CC.A.1 Count forward from 1 to 30.	Math	A. Counting	3. Counts out 20 items
	PK.CC.A.2 This standard begins in Kindergarten.			
	PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	PK.CC.A.4 Begin to name numerals 0-10.	Math	A. Counting	2.2 Recites numbers 1–10
Kindergarten	K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.	Math	A. Counting	4. Skip counts by tens to 100
	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	A. Counting	4.1 Recites numbers 31–100
	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20.	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Counting and Cardinality (CC): Standard B Count to tell the number of objects.				
4 years (ELDS)	PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	b. Understand that the last number name said 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?"
	c. Recognize that one more object added to a group of objects changes the quantity as a whole.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	PK.CC.B.5 Understand that a number represents a corresponding quantity.	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
	a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	b. Given a number from 1-10, count out that many objects.	Math	A. Counting	2. Counts out 10 items
	c. With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	d. With guidance and support, count to answer "how many?" questions about as many as 5 things in a scattered configuration.	Math	A. Counting	2. Counts out 10 items

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Kindergarten	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	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?”
	c. Recognize that each successive number name refers to a quantity that is one greater.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Counting and Cardinality (CC): Standard C Compare numbers.				
4 years (ELDS)	PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	Math	B. Quantitative Relations	All
	PK.CC.C.7 This standard begins in Kindergarten			
Kindergarten	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	Math	B. Quantitative Relations	All
	K.CC.C.7 Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.	Math	B. Quantitative Relations	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Operations and Algebraic Thinking (OA): Standard A				
4 years (ELDS)	PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
	PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	PK.OA.A.5 This standard begins in Kindergarten.			
Kindergarten	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
	K.OA.A.2 Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	K.OA.A.4 Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	K.OA.A.5 Fluently add and subtract within 10 using mental strategies.	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

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Number and Operations in Base Ten (NBT): Standard A Work with numbers 11-19 to gain foundations for place value.				
4 years (ELDS)	PK.NBT.A.1. This standard begins in Kindergarten.			
Kindergarten	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Measurement and Data (MD): Standard A Describe and compare measurable attributes..				
4 years (ELDS)	PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference (i.e. heavier/lighter, longer/shorter, etc.).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Measurement and Data (MD): Standard B Work with money.				
4 years (ELDS)	PK.MD.B.3 Begin to recognize currency and its purpose.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten	K.MD.B.3 Identify the penny, nickel, dime, and quarter and recognize the value of each.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Measurement and Data (MD): Standard C Classify objects and count the number of objects in each category.				
4 years (ELDS)	PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	K.MD.C.4 Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geometry: Standard A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
4 years (ELDS)	PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.A.2 Correctly name some two-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.A.4 Begin to describe objects in the environment using names of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Kindergarten	K.G.A.1 Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.A.3 Identify shapes as two-dimensional or three-dimensional.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Geometry: Standard B Analyze, compare, create, and compose shapes.				
4 years (ELDS)	PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.B.5 Model shapes in the world by building and drawing shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Kindergarten	K.G.B.4 Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.B.5 Model shapes in the world by building and drawing shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.B.6 Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Science				
Physical Science (PS): Matter and its interactions.				
4 years (ELDS)	PK.PS1.01a. Describe and categorize objects based on their observable properties.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.3 Makes observations
	d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten	K.PSI.01a. Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and whether they are natural or human-made.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	b. Conduct investigations to understand that matter can exist in different states (solid and liquid) and has properties that can be observed and tested.	Cognitive	E. Scientific Discovery	4.2 Identifies concrete concepts
	c. Construct an evidence-based account of how an object made of a small set of pieces (blocks, snap cubes) can be disassembled and made into a new object.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Life Science (LS): From molecules to organisms: structures and processes.				
4 years (ELDS)	PK.LS1.01 a. Identify common attributes of familiar living things.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	b. Recognize differences between living organisms and non-living materials.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	c. Recognize and describe the function of the five senses of humans.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten	K.LS1.01a. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	b. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	c. Explain how humans use their five senses in making scientific findings.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Earth Science (ESS2): Earth systems.				
4 years (ELDS)	PK.ESS2.01a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten	K.ESS2.01a. Analyze and interpret weather data (e.g., precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (e.g., hourly, daily) using simple graphs, pictorial weather symbols, and tools (e.g., thermometer, rain gauge).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	b. Develop and use models to predict weather and identify patterns in spring, summer, fall/autumn, and winter.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Earth Science (ESS3) Earth and human activity.				
4 years (ELDS)	PK.ESS3.01a. Observe, describe, and compare the habitats of plants and animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	b. Observe and discuss how humans and animals respond to changes in weather.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	Cognitive	E. Scientific Discovery	2.3 Makes observations
			E. Scientific Discovery	3. Investigates to test hypotheses
Kindergarten	K.ESS3.01a. Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	b. Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	c. Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Engineering, Technology and Science (ETS1): Engineering design.				
4 years (ELDS)	PK.ETS1.01a. Use senses to gather, explore, and interpret information.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	c. Make predictions based on observations and prior explorations.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Kindergarten	K.ETS1.01a. Ask and answer questions about the scientific world and gather information using the senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	b. Describe objects accurately by drawing and/or labeling pictures.	Literacy	E. Writing	1.2 Verbally labels representational drawings
Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.				
4 years (ELDS)	PK.ETS2.01a. Recognize that tools have specific characteristics that determine their use.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	b. Explore familiar environments through the use of simple tools.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Kindergarten	K.ETS2.01a. Use appropriate tools (e.g., magnifying glass, rain gauge, basic balance scale) to make observations and answer testable scientific questions.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social Studies				
Culture				
Students will explore different traditions, customs, and cultures within their families, schools, and communities.				
4 years (ELDS)	PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student's home and school.	Social-Communication	D. Social Use of Language	2.2 Uses simple actions on objects
	PK.02 Begin to recognize similarities and differences between family customs and cultures..	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten	K.01 Describe familiar people, places, things, and events within a student's home, school, and community.	Social-Communication	D. Social Use of Language	2.2 Uses simple actions on objects
	K.02 Compare and contrast family traditions and customs, including food, clothing, homes, and games.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Economics				
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work				
4 years (ELDS)	PK.03 Begin to distinguish between wants and needs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK.05 Begin to recognize money and its uses.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	PK.06 Identify different types of jobs, including work done in the home, school, and community.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.	Social-Emotional	D. Independent and Group Participation	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	K.03 Distinguish between wants and needs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.05 Explain the benefits of saving money.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K.07 Give examples of how people use money to make purchases.	Social-Emotional	D. Independent and Group Participation	2.2 Uses simple actions on objects

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geography				
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.				
4 years (ELDS)	PK.08 Use directions such as up, down, in front, and behind.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	PK.09 Identify what a map represents.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten	K.08 Use personal directions such as up, down, near, far, left, right, in front of, and behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.09 Explain what a map and globe represent.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.10 Recall the student's and/or school's street address, city/town, and state.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Government and Civics				
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority				
4 years (ELDS)	PK.11 Give examples of people who are authority figures.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	PK.12 Recognize shapes found on flags and identify the American flag.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	PK.13 Begin to recognize the name and role of the current President of the United States.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	PK.15 Identify the need for rules.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	PK.16 This standard begins in Kindergarten.			
Kindergarten	K.11 Give examples of the following concepts: authority, fairness, responsibility, and rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	K.12 Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.			
	K.13 Recognize and name the current President of the United States.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K.14 Explain that the President is the leader of the United States.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K.15 Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K.16 Explain the purpose of rules and laws.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
History				
Students will understand the chronological organization of history and the importance of holidays.				
4 years (ELDS)	PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
		Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	K.18 This standard begins in Kindergarten.			
	K.19 This standard begins in Kindergarten.			
	K.20 This standard begins in Kindergarten.			
Kindergarten	K.17 Use correct words and phrases related to chronology and time, including: Now, long ago, before, after, morning, afternoon, night, today, tomorrow, and yesterday.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.18 Identify days of the week and months of the year.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.19 Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.20 Identify and discuss the following holidays, and analyze why we celebrate them: Martin Luther King, Jr. Day, Presidents’ Day, Independence Day, Thanksgiving, and Veterans Day.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Creative Arts			
Visual Arts				
Express self and represent what the student knows, thinks, believes, and feels through visual arts.				
4 years	PK.CA.1. Experiment with a variety of media and art materials for tactile experience and exploration.	Fine Motor	C. Mechanics of Writing	All
	PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
			D. Reasoning	2.2 Uses simple actions on objects
	PK.CA.3 Present and respond to visual art created by self and others.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Music				
Express self by engaging in musical activities.				
4 years	PK.CA.4. Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	PK.CA.5. Create and perform using voice, traditional instruments, and/or non-traditional instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Creative Movement & Dance				
4 years	PK.CA.6. Respond to feelings through dance or creative movement.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	PK.CA.7. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Theatre/Dramatic Play				
4 years	PK.CA.8. Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	PK.CA.9. Respond and react to theatre and drama presentations.	Social-Emotional	C. Alphabet Knowledge	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Cultural Differences				
4 years	PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Physical Development				
Sensorimotor				
Use senses to assist and guide learning; using sensory information to plan and carry out movements.				
4 years	PK.PD.1. Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	Fine Motor	All	All
		Gross Motor	All	All
Gross Motor Demonstrate coordination and control of large muscles.				
4 years	PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	Gross Motor	All	All
	PK.PD.4. Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	Gross Motor	All	All

Age Range	TN Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fine Motor Demonstrate eye-hand coordination and dexterity needed to manipulate objects.				
4 years	PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	Fine Motor	All	All
		Gross Motor	All	All
	PK.PD.6. Explore and engage in activities which enhance hand-eye coordination(e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	Fine Motor	All	All
		Gross Motor	All	All
Personal Health & Safety				
4 years	PK.PD.7. Demonstrate personal care and hygiene skills.	Adaptive	B. Personal Care Routines	All
	PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	PK.PD.9. Demonstrate awareness and understanding of safety rules.	Adaptive	D. Personal Safety	All