



ALIGNMENT

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

**WITH
Wisconsin Early Learning Standards, 5th Edition**

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

This document aligns the Wisconsin Model Early Learning Standards, 5th edition [2017] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Wisconsin Department of Public Instruction (2017). *Wisconsin Model Early Learning Standards*. Retrieved from: <https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/dpl-wmels-5-web.pdf>

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Created March 2022

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I. Health and Physical Development

A. Physical Health and Development

A.EL. 1a Demonstrates behaviors to meet self-help and physical needs. *Sleep*

Engages in periods of sleep and wakefulness varying in length and time of day or night.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Begins to follow predictable sleeping pattern.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Rests for periods throughout the day with assistance of adult.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Recognizes physical need for rest/sleep and cares for own needs.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

A.EL. 1b Demonstrates behaviors to meet self-help and physical needs. *Dressing*

Depends on adult to care for dressing needs.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Cooperates with dressing by extending arm or leg.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
Undresses/dresses self with assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Dresses self with minimal assistance.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

A.EL. 1c Demonstrates behaviors to meet self-help and physical needs. *Toileting*

Depends on adult to care for diapering needs.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Seeks assistance with diapering and toileting.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Takes responsibility for toileting.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
Takes full responsibility for toileting during day and night.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions

A.EL. 1d Demonstrates behaviors to meet self-help and physical needs. *Eating*

Physically and verbally indicates need for food.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Feeds self with adult assistance.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
Feeds self with proficiency.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Uses appropriate table etiquette or manners during mealtimes.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils

A.EL. 2 Demonstrates behaviors to meet safety needs

Shows preference for parent(s) or primary caregiver.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
Shows awareness of new/uncomfortable situations or strangers.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
Shows awareness of danger in harmful situations and begins to recognize simple rules.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Follows rules with little supervision.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
A.EL. 3 Demonstrates a healthy life style			
Depends on adult to care for personal hygiene and exercise needs.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Shows awareness of need for personal hygiene and exercise.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Begins to take responsibility for personal hygiene and exercise needs.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Cares for personal health, hygiene, and exercise needs independently.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
B. Motor Development			
B.EL. 1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination</i>			
Manipulates objects with hands.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Rolls over.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
Crawls.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
Walks and climbs on low objects.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Walks up and down stairs with alternating steps.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

B.EL. 1b Moves with strength, control, balance, coordination, locomotion, and endurance. *Balance and Strength*

Sits independently with balance.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
Stands without support.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
Squats without falling.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
Walks, runs, climbs, jumps, skips, and hops with control.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Gross Motor	B. Movement and Coordination	5.1 Runs
	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Gross Motor	B. Movement and Coordination	7. Skips
	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
Throws objects with strength and control.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands

B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation

Tracks objects visually and focuses on an object or person.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Reaches for and grasps objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
Coordinates eyes with hands and uses both hands with intention and purpose.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Performs simple fine motor skills and manipulates smaller objects with increasing control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Uses strength and control to perform complex fine motor tasks.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

C. Sensory Organization

C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to the environment

Exhibits responses to physical stimuli.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Exhibits body awareness and begins to move in intentional fashion.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Skills become more refined; acts and moves with increased intention and purpose.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

II. Social and Emotional Development

A. Emotional Development

A.EL. 1 Expresses a wide range of emotions

Uses facial expressions and body movements to express comfort or discomfort.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Uses words and gestures to express more complex emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.	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
Demonstrates awareness of own emotions and exhibits self-control.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
A.EL.2 Understands and responds to others' emotions			
Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Observes and imitates emotional interactions of others.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Associates words and gestures with a variety of emotions expressed by others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Demonstrates empathy by recognizing the feelings of another person and responding appropriately.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Interprets others' behavior and emotions and responds appropriately.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
B. Self-concept			
B.EL.1 Develops positive self-esteem			
Begins to recognize own abilities; is aware of self and own preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Demonstrates increasing self-direction, resists adult control, and shows independence.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Shows positive self- image. Knows and states independent thoughts.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Exhibits positive self-concept and confidence in his/ her abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Displays pride in his/her accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
B.EL. 2 Demonstrates self-awareness			
Displays personal preferences and individual temperament.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Becomes aware of ones self as an individual while still connected to others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Shows awareness of being part of a family and a larger community.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Demonstrates awareness of self as a unique individual.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
C. Social Competence			
C.EL.1 Demonstrates attachment, trust, and autonomy			
Becomes calm when needs are met.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Shows anxiety upon separation from primary caregiver and/or familiar adults.	Social-Emotional	A. Early Social Communication	4.4 Expresses negation or protests
Shows signs of security and trust when separated from familiar adults.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Transitions into unfamiliar settings with assistance of familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Acts independently in unfamiliar settings with unfamiliar adults.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

C.EL. 2 Engages in social interaction and plays with others

Shows interest in being with others.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Begins to engage in short play interactions with others.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Participates in parallel play with others for longer periods of time.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Participates in cooperative play with others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Demonstrates respect for others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

C.EL. 3 Demonstrates understanding of rules and social expectations

Tests adults' reactions to his or her behavior and understands what "no" means.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Demonstrates understanding of simple rules related primarily to personal health and safety.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Remembers and follows simple group rules and displays appropriate social behavior.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Displays competence at engaging in appropriate social behavior.	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

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

C.EL. 4 Engages in social problem-solving behavior and learns to resolve conflict

Shows awareness of tension and stressful situations.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Imitates how others solve problems.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Experiments with trial-and-error approaches to solve simple problems and conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Seeks adult assistance to resolve conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Asserts needs and desires appropriately in conflict situations.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
Uses a variety of strategies to resolve conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

III. Language Development and Communication

A. Listening and Understanding

A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment

Turns toward source of sound.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Attends to same situation or object as another person.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
Enjoys short stories, rhymes, finger plays, songs, and music.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Shows understanding of concept words and sequence of events.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Demonstrates understanding and listening skills by attending and responding appropriately.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
A.EL. 2 Listens and responds to communication with others			
Responds to voices and intonation of familiar adults and children.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Participates in turn-taking, alternating listening and responding.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Responds to increasingly complex language structures, including comments, requests, and questions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Responds and extends conversations much like adults and can sustain a topic through multiple turns.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
A.EL. 3 Follows directions of increasing complexity			
Responds to simple requests.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Understands and carries out a one step direction.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Understands and carries out two-step direction.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Follows a series of three or more multi-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

B. Speaking and Communicating

B.EL.1 Uses gestures and movements (non-verbal) to communicate

Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses gestures for greetings and conversational rituals.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses movement or behavior to initiate interaction with a person, animal, or object.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Uses non-verbal communication much like adults.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

B.EL. 2a Uses vocalizations and spoken language to communicate. (*Syntax: rule system for combining words phrases and sentences, includes parts of speech, word order, and sentence structure*)

Uses cries, coos, and other noises to communicate.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Makes vowel and consonant sound combinations and engages in vocal play (babbling).	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
Uses one word.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses two to three word phrases and sentences.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Uses: <i>Plurals</i> (cats); <i>Pronouns</i> (I, he, they); <i>Past tense</i> (walked).	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

B.EL. 2b Uses vocalizations and spoken language to communicate. (*Semantics: rule system for establishing meaning of words, individually and in combination*)

Uses a word to represent a particular person or object.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses words for protests and greetings.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Uses words to represent various objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses a word to relate to itself or something else.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Uses a category of words that shows awareness of common aspects among objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Asks many questions with “why” to obtain information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Comments on as well as produces and comprehends words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

B. EL. 2c Uses vocalizations and spoken language to communicate. (*Pragmatics: rules governing the use of language in context*)

Seeks attention through vocalizations or actions.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Directs attention to an object.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Engages in short dialogue of a few turns.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Determines how much information a listener needs based on an awareness of listener’s role and understanding.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Modifies language when talking to younger child.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

C. Early Literacy

C.EL.1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language. (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)

Enjoys and responds to frequently said sounds, words, and rhymes.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Imitates sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Repeats words in rhymes and actions.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Recognizes and matches sounds and rhymes in familiar words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Recognizes sounds that match and words that begin or end with the same sounds.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Recognizes and produces rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Discriminates separate syllables in spoken words and begins to blend and segment syllables.	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
Recognizes single sounds and combinations of sounds.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language. (This includes utilizing this concept as an emerging reading strategy.)

Explores, repeats, imitates alphabet related songs and games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Recognizes the difference between letters and other symbols.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Recognizes letters and their sounds in familiar words, especially in own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Makes some letter/ sound connections and identifies some beginning sounds.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Experiences success in reading by sounding out words (decoding).	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Reads familiar decodable and some irregular words in books, signs, and labels.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words

C.EL.3 Shows appreciation of books and understands how print works

Explores and enjoys books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Points to and names pictures in a book when asked.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Looks at picture books and asks questions or makes comments.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Understands that print in the book carries the message.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Chooses reading activities and responds with interest and enjoyment.	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
Recognizes some familiar environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Handles books correctly, and shows increasing skills in print directionality.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Understands the difference between letters, words, and sentences.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Understands that books have characters, sequence of events, and story plots.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

C.EL. 4 Uses writing to represent thoughts or ideas

Begins to use writing tools to make marks.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
Scribbles and creates unconventional shapes.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Writes lists, thank you notes, names, and labels objects in play.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Labels pictures using scribbles or letter like forms to represent words or ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Writes recognizable letters and begins to write name and a few words.	Literacy	E. Writing	3.2 Prints first name
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	Literacy	E. Writing	3.1 Writes using developmental spelling

IV. Approaches to Learning

A. Curiosity, Engagement, and Persistence

A.EL.1 Displays curiosity, risk-taking, and willingness to engage in new experiences

Exhibits brief interest in people and things in their surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Shows growing eagerness and delight in self, others, and in surroundings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Attends for longer periods of time and shows preference for some activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Is curious about and willing to try new and unfamiliar experiences and activities within their environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities

Attempts a new skill when encouraged and supported by a safe and secure environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Attempts a new skill in a variety of environments.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Repeats an action many times to gain confidence and skill.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Experiments and practices to expand skill level.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Refines skills that have been successfully accomplished.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
A.EL. 3 Exhibits persistence and flexibility			
Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Focuses on activity but may be easily distracted.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
Persists with activity independently until goal is reached.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
B. Creativity and Imagination			
B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment			
Watches and imitates the actions of others.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Recreates and acts out real-life and fantasy experiences in pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
B. EL. 2 Expresses self creatively through music, movement, and art			
Attends to or responds to movement, music, and visual stimuli.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Shows a preference towards certain types of movement, music, and visual stimuli.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Explores the process of using a variety of artistic materials, music, and movement.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music, and movement.			
C. Diversity in Learning			
C. EL.1 Experiences a variety of routines, practices, and languages			
Depends on adults to communicate about their routines, cultural preferences, and learning styles.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Starts to notice differences in routines, practices, and languages.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Asks questions of adults about the differences between various routines, practices, and languages in a variety of settings.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
C.EL. 2 Learns within the context of his/her family and culture			
Reflects their family, culture, and community when engaged in play and learning.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Starts to notice that other children and families do things differently.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Understands and accepts diversity in other children and families.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

C.EL. 3 Uses various styles of learning such as visual/spatial, verbal/linguistic, bodily/kinesthetic, interpersonal, and intrapersonal.

Tends to have a preferred learning style.	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
Explores other learning styles when introduced by an adult or peer.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Uses a variety of learning styles to meet their needs or achieve their goals.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

V. Cognition and General Knowledge

A. Exploration, Discovery, and Problem Solving

A.EL. 1 Uses multi-sensory abilities to process information

Uses senses to explore the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Uses senses to explore and experiment with new materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Uses senses and a variety of strategies to investigate information.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Uses senses to generalize and apply prior learning.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

A.EL. 2 Understands new meanings as memory increases

Observes and imitates sounds and movements.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Understands that objects and people continue to exist when they are removed from the child's immediate environment. (Object Permanence.)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Remembers and recalls events.	Cognitive	B. Imitation and Memory	3. Relates past events
Recognizes functional uses of items in the environment.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
A.EL. 3 Applies problem solving skills			
Demonstrates awareness of a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Uses an object or part of an object to obtain another object and moves around large objects.	Cognitive	D. Reasoning	1. Uses object to obtain another object
Asks questions, seeks information, and tests out possibilities.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Determines and evaluates solutions.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Uses multiple strategies to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

B. Mathematical Thinking

B.EL. 1 Demonstrates understanding of numbers and counting

Explores numbers and imitates counting.	Math	A. Counting	1. Counts out 3 items
Arranges sets of objects in one-to-one correspondence.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Can rote count and counts concrete objects to 5 and beyond.	Math	A. Counting	2.2 Recites numbers 1–10
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Names and writes some numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.	Math	A. Counting	3. Counts out 20 items
Names and can write number symbols 1 through 20 and beyond.	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20
May rote count to 100 and may count to 100 by 5's and 10's.	Math	A. Counting	4.1 Recites numbers 31–100

WI Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Item

B.EL. 2 Understands number operations and relationships

Compares concrete quantities to determine which has more, less, or the same.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Recognizes that a set of objects remains the same amount if physically rearranged.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Identifies “1 more” and “1 less.”	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Joins (combines) and separates groups of objects.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
Recognizes that there are parts that make up a whole and recognizes “less than” a whole.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Estimates and uses words such as more than, less/fewer than, about, near, approximately, and in between.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

B.EL. 3 Explores, recognizes, and describes shapes and spatial relationships

Explores shapes and spatial relationships.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Recognizes basic shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
B.EL. 4 Uses the attributes of objects for comparison and patterning			
Categorizes objects based on physical or functional similarity.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Matches objects.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Sorts and/or describes objects by one or more attributes or characteristics.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Recognizes, duplicates, extends simple patterns and creates original patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Locates which out of 5 objects does not belong in same class or category.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Matches at least 6 items according to class or category.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Matches groups having equal numbers of objects up to 10.	Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
B. EL. 5 Understands the concept of measurement			
Recognizes objects can be measured by height, length, and weight.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Determines more, less, many, and few.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Compares and orders by size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Identifies coins and understands their value.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Uses tools to explore measuring (non-standard units).	Cognitive	C. Conceptual Knowledge	1.1 Uses simple tools to gather information
Categorizes, sequences time intervals in everyday situations, and demonstrates an awareness of time related to a clock.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Explores, compares, and describes length, weight, or volume using standard measures.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
B.EL. 6 Collects, describes, and records information using all senses			
Draws and describes pictures of objects and actions from memory.	Literacy	E. Writing	1.1 Dictates description of drawing
Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Begins to apply information collected to similar situations by designing own charts or graphs.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

C. Scientific Thinking

C.EL. 1 Uses observation to gather information

Shows awareness of differences in their environment (smell, touch, sight, sound, and taste).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Recognizes and responds to differences in the environment.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Purposefully seeks information through observation to satisfy curiosity or need for answers.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Discriminates properties of nature, using a variety of senses (part to whole, living/non-living, weather, etc.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

C.EL. 2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation

Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Works toward an objective, may use tools or others in the environment to obtain the object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Uses buttons/levers to produce desired responses.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Uses books to look for information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Makes comparisons between objects that have been collected or observed.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

WI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
C.EL. 3 Hypothesizes and makes predictions			
Locates object hidden from view.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Creates mental images of objects and people not in immediate environments.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Asks questions, seeks information, and tests out possibilities.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Asks simple scientific questions and draws conclusions based on previous experience.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Makes plans for testing hypotheses to prove or disprove predictions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
C.EL. 4 Forms explanations based on trial and error, observations, and explorations			
Identifies and investigates the physical qualities of living and nonliving things.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Explores and formulates conclusions based on observation and past experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Makes reasonable explanations, using data gathered from observation and experiments.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Offers and seeks explanations of questions and experiments, using references such as books and computers.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience