



ALIGNMENT

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

WITH

Kentucky Early Childhood Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Kentucky Early Childhood Standards

This document aligns the *Kentucky Early Childhood Standards* [2022] 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.

Kentucky Governor's Office of Early Childhood. (2022). *Kentucky Early Childhood Standards*. Retrieved from: <https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>

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Birth to Three Years

Approaches to Learning

Approaches to Learning Standard 1: Maintains focus and persists at challenging tasks.

Benchmark 1.1: Maintains focus and sustains attention.

IT-ATL 3: Child maintains focus and sustains attention with support.

Focuses on people, sights, and sounds of interest in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Repeats familiar and novel actions multiple times.	Cognitive	B. Imitation and Memory	1 (All)
Focuses attention on activities of interest for short periods of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Focuses on an activity of interest despite distractions.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
Concentrates on completing a short and simple activity of choice.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

Benchmark 1.2: Persists at challenging tasks that are of interest.

IT-ATL 4: Child develops the ability to show persistence in actions and behavior.

IT-ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Intentionally tries to make things happen.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Repeats actions with the goal of achieving a result.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Remains engaged in experiences of interest and protests if interrupted.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
Continues to work on self-selected tasks despite challenges.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Completes an activity or task of choice from start to finish with adult support.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

**Approaches to Learning Standard 2:
Demonstrates creativity and imagination in learning about the world.**

Benchmark 2.1: Uses creative approaches to make discoveries about self, others, and the environment.

IT-ATL 8: Child uses creativity to increase understanding and learning.

Observes and interacts with familiar people, objects, and events in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Actively explores new objects in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Uses objects and materials as intended.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Invents new ways to use familiar objects	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Benchmark 2.2: Pretends and uses imagination in play.

IT-ATL 9: Child shows imagination in play and interactions with others.

IT-SE 5: Child imitates and engages in play with other children.

IT-C 13: Child uses pretend play to increase understanding of culture, environment, and experiences.

Participates in playful exchanges with peers and adults.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Engages in pretend play using familiar objects and experiences.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Uses objects to represent other objects in imaginative play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

**Approaches to Learning Standard 3:
Demonstrates interest and eagerness in learning about the world.**

Benchmark 3.1: Seeks out and engages in a variety of experiences.

IT-ATL 7: Child shows interest in and curiosity about objects, materials, or events.

IT-C 1: Child actively explores people and objects to understand self, others, and objects.

Uses senses to explore surroundings.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Discovers new ways to use familiar objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Uses gestures to seek information.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Shows interest in trying new experiences to learn how things work.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Benchmark 3.2: Initiates interactions, explorations, and activities.

IT-ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

IT-ATL 7: Child shows interest in and curiosity about objects, materials, or events.

IT-C 1: Child actively explores people and objects to understand self, others, and objects.

Uses expressions or actions to initiate interactions.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Explores and manipulates objects in the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Makes choices and expresses preferences for activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Engages others in shared activities.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Asks questions to learn new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Approaches to Learning Standard 4:**Uses a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to problems.****Benchmark 4.1: Takes risks and attempts new experiences.**

Explores the environment with support of a caregiver.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Tries out new experiences while frequently checking in with a caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Explores in a familiar environment without a caregiver nearby.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Attempts challenging experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Benchmark 4.2: Makes purposeful attempts to solve problems and achieve goals.**IT-C 6: Child learns to use a variety of strategies in solving problems.****IT-C 7: Child uses reasoning and planning ahead to solve problems.**

Uses simple actions to achieve goals.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Attempts to use tools to achieve goals.	Cognitive	D. Reasoning	1. Uses object to obtain another object
Uses trial and error to solve new problems or unfamiliar tasks.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Imitates actions of others to complete a task and/or achieve a goal.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

Unmatched Head Start Goals**IT-ATL 5 Child demonstrates the ability to be flexible in actions and behavior.**

Communication

Communication Standard 1: Observes, listens, and responds to the communication of others.

Benchmark 1.1: Attends and responds to the nonverbal and verbal communication of others, and to sounds in the environment.

IT-LC 1: Child attends to, understands, and responds to communication and language from others.

IT-LC 2: Child learns from communication and language experiences with others.

IT-LC 7: Child understands an increasing number of words used in communication with others.

Attends and responds to familiar voices, sounds, and faces.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Establishes joint attention.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Comprehends and responds to familiar words that are spoken and/or communicated using alternative communication methods.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Responds to emotions expressed by other people.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Recognizes and responds appropriately to non-verbal communication and gestures.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Participates in turn-taking.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Responds to simple questions, requests, or directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Demonstrates understanding of a growing number and variety of vocabulary words.	Social-Communication	C. Communicative Expression	1 (all)
Demonstrates understanding of longer and/or more complex sentences that refer to objects and activities the child has experienced firsthand.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Demonstrates understanding of words and ideas from stories, rhymes, and songs being read/sung aloud.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Communication Standard 2:
Demonstrates communication skills in order to express self.

Benchmark 2.1: Engages in nonverbal communication for a variety of purposes.

IT-LC 3: Child communicates needs and wants non-verbally and by using language.

IT-LC 4: Child uses non-verbal communication and language to engage others in interaction.

IT-LC 6: Child initiates non-verbal communication and language to learn and gain information.

Solicits attention and initiates communication nonverbally.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Responds nonverbally to communication from others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses eye contact, gestures, and/or movements to express self and indicate wants and needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Uses gestures for greetings and conversational rituals.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Benchmark 2.2: Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.

IT-LC 3: Child communicates needs and wants non-verbally and by using language.

IT-LC 4: Child uses non-verbal communication and language to engage others in interaction.

IT-LC 5: Child uses increasingly complex language in conversation with others.

IT-LC 6: Child initiates non-verbal communication and language to learn and gain information.

IT-LC 8: Child uses an increasing number of words in communication and conversation with others.

IT-LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Varies pitch, length, and volume of vocalizations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Makes an increasing number and types of sounds, including both vowels and consonants.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
Expresses happiness or delight through squeals, laughter, and other sounds.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Imitates sounds and words and engages in vocal turn-taking.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Uses specific vocalizations that have meaning to primary caregivers.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Uses sounds, vocalizations, and words with inflection in a conversational manner.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Uses an increasing number of single words from his/her home language for a variety of purposes.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses own name to refer to self.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Uses phrases and/or simple sentences in his/her home language.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Uses a larger variety of words, such as plurals and pronouns.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Asks questions in his/her home language.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Talks about familiar people, activities and/or story characters, but may make grammatical errors or use words incorrectly.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Repeats rhymes and repetitive words and sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Carries on a conversation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Communication Standard 3:
Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.

IT-LC 10: Child handles books and relates them to their stories or information.

IT-LC 11: Child recognizes pictures and some symbols, signs, or words.

IT-LC 12: Child comprehends meaning from pictures and stories.

IT-LC 13: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Looks at and explores age-appropriate books that represent the child's culture or interests.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Looks at pictures and photos briefly.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Shows interest as age-appropriate books reflecting the child's culture or interests are read aloud.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Shows increasing skills in handling books and understanding their features, such as the front of the book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Shows preferences for specific books and stories that are her/his favorite.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
As his caregiver reads the last line of the story and closes the book, Mark turns the book to the front cover and opens it, indicating he would like to read it again.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Shows the ability to listen to books for longer periods of time.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Grasps thick crayons, markers, and other writing tools and scribbles randomly.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Recalls specific characters, story lines, and/or information in a book that is read aloud.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Notifies that there are both print and pictures on a page.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Uses a variety of writing tools to make more orderly marks, such as lines and circular shapes, and talks about drawings.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

IT-LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Attends and responds to stories, rhymes, songs, word games and fingerplays.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Participates in stories, rhymes, songs, word games and fingerplays.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Asks to hear a specific story, rhyme, or song.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Repeats predictable, repetitive phrases.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Motor Development

Motor Development Standard 1: Demonstrates motor skills in daily activities.

Benchmark 1.1: Moves with purpose and coordination.

IT-PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.

IT-PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment.

IT-PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.

Reaches for objects.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
Brings objects to mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Transfers objects from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to 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	3.2 Rolls from back or stomach to side
Crawls.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
Uses furniture to raise or lower self to floor.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Walks.	Gross Motor	B. Movement and Coordination	3 (All)
Climbs on low objects.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Pushes and pulls toys while walking.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
Kicks ball forward.	Gross Motor	C. Active Play	1.4 Kicks ball
Walks up and down stairs placing both feet on each step.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support

Benchmark 1.2: Demonstrates increasing balance and coordination.**IT-PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.**

Sits with support and holds head steady.	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
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
Moves from sitting to standing using hands.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Squats without falling.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
Runs.	Gross Motor	B. Movement and Coordination	5.1 Runs
Throws objects while standing.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
Uses riding toys with balance and coordination.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion

Benchmark 1.3: Exhibits eye-hand coordination.**IT-PMP 6: Child coordinates hand and eye movements to perform actions.**

Reaches for objects.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
Makes random marks on paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Stacks and places objects.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
Makes controlled scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Catches and throws.	Gross Motor	C. Active Play	1.3 Catches ball
	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands

Benchmark 1.4: Controls small muscles in hands.**IT-PMP 7: Child uses hands for exploration, play, and daily routines.****IT-PMP 8: Child adjusts reach and grasp to use tools.**

Grasps and releases objects.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
	Fine Motor	A. Reach, Grasp, and Release	3 (All)
Passes objects from one hand to the other and changes position of objects within their hands.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Grasps objects with control.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object

**Motor Development Standard 2:
Demonstrates adaptive/self-help skills.**

Benchmark 2.1: Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.**IT-PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.**

Verbally or physically asks for food or drink.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Assists in feeding routines.	Adaptive	A. Eating and Drinking	3 (All)
	Adaptive	A. Eating and Drinking	4 (All)
Follows familiar sleep routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Seeks assistance with and participates in diapering/toileting routines.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
Seeks assistance with and participates in diapering/toileting routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Participates in routines to maintain hygiene.	Adaptive	B. Personal Care Routines	All

Unmatched Head Start Goals**Goal IT-PMP 10: Child uses safe behaviors with support from adults.****Goal IT-PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.**

Creative Expression

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression.

Benchmark 1.1: Engages in various sensory aspects (e.g., sight, touch) of visual arts.

Attends to bright and/or contrasting colors.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Gazes at pictures, photographs, and mirror images.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Shows preference for particular colors.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Uses a variety of materials in exploring and creating visual art.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Observes and answers simple questions about visual art.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Benchmark 1.2 Demonstrates interest and engages in movement and dance

Responds to touch and motion.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Explores the movement of self and/or objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Demonstrates interest and participates in activities that involve rhythmic patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Moves and dances to music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Exhibits a variety of movements to express self.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Benchmark 1.3: Demonstrates interest and engages in musical activities.

Responds to sounds, tones, and voices.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Responds to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Participates in activities that involve rhythm and song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Exhibits familiarity with repetitive songs and rhythmic patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Expresses emotions in response to music.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Benchmark 1.4: Demonstrates interest and engages in pretend play and other behaviors associated with drama.

Imitates sounds, facial expressions, and gestures of another person.	Cognitive	B. Imitation and Memory	2 (All)
Imitates the actions modeled by other persons.	Cognitive	B. Imitation and Memory	1 (All)
Imitates sounds or actions of an animal or object.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
With guidance, uses voice and body as a means of artistic expression.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses one object to represent another.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Engages in pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Cognitive

Cognitive Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.

IT-C 1: Child actively explores people and objects to understand self, others, and objects.

IT-C 2: Child uses understanding of causal relationships to act on social and physical environments.

IT-C 8: Child develops sense of number and quantity.

IT-C 9: Child uses spatial awareness to understand objects and their movement in space.

IT-PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.

Uses senses to explore the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Uses play to explore objects in the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Demonstrates awareness of cause-and-effect relationships.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Explores mathematical concepts such as spatial relationships, shapes, and quantity.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

Benchmark 1.2: Responds to the environment.

IT-C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.

Imitates behaviors that are observed.	Cognitive	B. Imitation and Memory	1 (All)
Listens to and repeats sounds that other people or objects make.	Cognitive	B. Imitation and Memory	2 (All)
Demonstrates persistence to reach a goal.	Cognitive	D. Reasoning	1 (All)
	Cognitive	D. Reasoning	2 (All)

Benchmark 1.3: Recalls information about the environment.**IT-C 3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.****IT-C 4: Child recognizes the stability of people and objects in the environment.****IT-C 5: Child uses memories as a foundation for more complex actions and thoughts.**

Recognizes and shows preference for familiar people and things.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Locates an object that has been hidden from view.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Demonstrates memory of objects and people not in the immediate environment.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Demonstrates memory of routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Benchmark 1.4: Demonstrates knowledge of the characteristics of people and objects.**IT-C 10: Child uses matching and sorting of objects or people to understand similar and different characteristics.****IT-C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.****IT-C 12: Child uses objects or symbols to represent something else.**

Investigates and identifies the physical characteristics of living and non-living things.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Recognizes functional uses of items in the environment.	Cognitive	D. Reasoning	1. Uses object to obtain another object
Uses objects in a realistic way during play, imitating observations of how objects are used/work.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Uses objects to represent other objects during play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Categorizes objects based on physical or functional similarity.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Social Emotional Development

Social Emotional Development Standard 1: Demonstrates trust and engages in social relationships.

Benchmark 1.1: Shows attachments and emotional connections with adults.

Responds to being held.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Uses eye contact to establish, maintain, and discontinue interactions.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Recognizes familiar people.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Attends to the facial expressions of adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Exhibits separation anxiety.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Uses familiar adults as a base for exploration and for "emotional refueling".	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Benchmark 1.2: Demonstrates social relationships and positive interactions with adults.

Observes adults.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Initiates social interactions with adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Interacts positively with adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Responds to praise from adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Responds to guidance or directions from primary caregivers.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Demonstrates knowledge of the roles familiar adults play.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Benchmark 1.3: Demonstrates social relationships and positive interactions with peers.

Observes other children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Initiates social interactions with peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Shows concern for others and recognizes other's needs.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Interacts positively with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Engages in independent, parallel play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Shows preference for playing with the same one or two peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Notices similarities and differences among peers.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

**Social Emotional Development Standard 2:
Demonstrates sense of self.**

Benchmark 2.1 Expresses a sense of self.

Develops a sense of self as a separate person from others.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Expresses desire to do things for self.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Recognizes own accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Benchmark 2.2: Expresses and/or recognizes a variety of emotions.

Uses facial expressions, body movements and/or vocalizations to express needs and emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Responds to emotional cues and social situations.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Expresses emotions towards familiar persons, pets, or possessions.	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
Associates emotions with words and facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Benchmark 2.3: Develops the ability to control feelings and behavior and follows simple rules and limitations.

Seeks out ways to comfort and calm self.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Follows simple rules and limitations.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Develops self-regulation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Three and Four Years

Approaches to Learning

Approaches to Learning Standard 1:

Sustains attention and persists with challenging activities and experiences.

Benchmark 1.1: Maintains focus and sustains attention.

P-ATL 6: Child maintains focus and sustains attention with minimal adult support.

Engages in an activity for a sustained period of time.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
Maintains focus and attention on activities despite distractions and interruptions.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Sustains attention during group activities that last a short period of time.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

Benchmark 1.2: Persists at challenging tasks.

P-ATL 7: Child persists in tasks.

Persists with self-selected activities until completed.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Continues working on self-selected activities despite setbacks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Persists with adult-directed tasks with support as needed.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Benchmark 1.3: Makes a plan and engages in the planned activity or project to completion.

With prompting and support, develops a simple plan and works toward completing planned activities.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Develops plans that extend over time and follows through to accomplish tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Approaches to Learning Standard 2:
Approaches learning with flexibility, creativity and imagination.

Benchmark 2.1: Uses creative approaches for learning.

P-ATL 12: Child expresses creativity in thinking and communication.

Finds new ways to use familiar objects and materials.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Identifies new materials to use in completing a task.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Experiments with combining objects and materials in new and imaginative ways.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Benchmark 2.2: Uses imagination in play and interactions with others.

P-ATL 13: Child uses imagination in play and interactions with others.

Uses materials in new and different ways to represent objects, characters, and ideas.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Engages in short sequences of dramatic play that include some interaction with peers.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Uses a variety of props and invented characters as part of pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Engages in elaborate and sustained play themes with self and others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Approaches to Learning Standard 3:
Demonstrates eagerness to explore, investigate, and learn about their world.

Benchmark 3.1: Explores a wide range of topics, ideas, and interests.

P-ATL 11: Child shows interest in and curiosity about the world around them.

P-SCI 4: Child asks a question, gathers information, and makes predictions.

P-SCI 5: Child plans and conducts investigations and experiments.

Investigates topics, ideas, and interests to learn new information.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Uses a variety of strategies to discover answers to questions about topics, ideas, and interests.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Shares new discoveries with peers and adults.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Participates in discussions about a variety of topics, ideas, and activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Benchmark 3.2: Initiates explorations, investigations, and interactions.

P-ATL 10: Child demonstrates initiative and independence.

P-ATL 11: Child shows interest in and curiosity about the world around them.

P-SCI 4: Child asks a question, gathers information, and makes predictions.

P-SCI 5: Child plans and conducts investigations and experiments.

Seeks out and participates in new experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Asks questions and seeks information about topics of interest.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Seeks out and uses materials to support investigations.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Demonstrates self-direction while investigating a range of topics, ideas, and interests.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Approaches to Learning Standard 4:

Uses a variety of strategies with purpose to accomplish tasks, overcome obstacles, and solve problems.

Benchmark 4.1: Takes risks and attempts new experiences that are challenging.

Expresses confidence in their abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Tries new ways of doing familiar tasks.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Seeks to participate in new activities they've observed.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Attempts challenging experiences.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Recovers from setbacks.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Benchmark 4.2 Demonstrates flexibility in solving problems and accomplishing tasks.**P-ATL 9: Child demonstrates flexibility in thinking and behavior.****P-ATL 12: Child expresses creativity in thinking and communication.**

Uses proven strategies to solve familiar problems and accomplish tasks.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Seeks assistance from peers and adults as needed to solve problems and accomplish tasks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Analyzes problems and experiments with strategies to see what works.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Creative Arts

Creative Arts Standard 1:

Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.

Benchmark 1.1: Develops skills in and appreciation of visual arts.

Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Uses a variety of art forms, elements, and materials for representing people, places, and things in the environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Observes and responds to artwork produced by others from his/her own culture and other cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Benchmark 1.2: Develops skills in and appreciation of dance.

Explores various ways of moving with or without music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Copies or performs simple patterns of movement and dance while exploring the element of beat.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Describes or imitates movement after participating in or watching others move as they play games or move to songs and/or music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Watches/listens and responds to dances performed by others from his/her own culture and other cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Benchmark 1.3: Develops skills in and appreciation of music.

Explores various forms of music through his/her senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Uses fingerplays and songs to explore the beat and tempo of music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Watches/listens and responds to music produced by others from his/her own culture and other cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Benchmark 1.4: Develops skills in and appreciation of drama.

Uses a variety of actions and/or sounds to explore drama through pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Demonstrates simple elements of drama such as roles, characters, and sequence of story lines.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Watches/listens and responds to drama performed by others from his/her own culture and other cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Health/Mental Wellness

Health/Mental Wellness Standard 1:

Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.

Benchmark 1.1: Demonstrates knowledge and skills that contribute to healthy lifestyles.

P-PMP 4: Child demonstrates personal hygiene and self-care skills.

P-PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.

P-PMP 6: Child demonstrates knowledge of personal safety practices and routines.

Takes care of personal health/safety needs with adult support as needed.	Adaptive	B. Personal Care Routines	All
	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Identifies healthy food choices.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Benchmark 1.2: Demonstrates knowledge and skills needed to participate successfully in groups.

P-ATL 1: Child manages emotions with increasing independence.

P-SE 8: Child manages emotions with increasing independence.

P-ATL 4: Child manages actions, words, and behavior with increasing independence.

P-SE 3: Child engages in and maintains positive interactions and relationships with other children.

P-SE 4: Child engages in cooperative play with other children

Plays alongside rather than with other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Plays in small groups or pairs based on similar interests.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Makes and maintains a friendship with at least one other child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Benchmark 1.3: Demonstrates the ability to participate in classroom activities and follow classroom rules.

Follows routines independently with support when needed.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Uses materials appropriately and in a self-directed manner.	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
Participates in everyday classroom activities, with adult guidance as needed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Shifts attention between tasks and moves through transitions with guidance from adults as needed.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Anticipates typical consequences for a specific behavior with support as needed.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Benchmark 1.4: Demonstrates self-identity and sense of self.

Describes self in terms of several basic characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Identifies feelings and likes and dislikes but may not be able to explain why.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Demonstrates self-confidence through interactions.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Benchmark 1.5 Uses a variety of strategies to solve social problems and conflicts with guidance.

Accepts and/or asks for help solving social problems and/or resolving conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Solves social problems and/or resolves conflicts with adult guidance and support when needed.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Offers ideas or simple explanations for solving social problems or conflicts with guidance from adults.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Benchmark 1.6 Follows through to complete an activity or achieve a goal.

Persists at challenging tasks, despite setbacks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Maintains focus when working on a task.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Sets short term goals, makes plans, and follows through.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Language and Early Literacy

Language and Early Literacy Standard 1: Demonstrates skills and strategies needed for receptive communication.

Benchmark 1.1 Attends and responds to nonverbal and verbal communication of others in a variety of situations.

P-LC 1: Child attends to communication and language from others.

P-LC 2: Child understands and responds to increasingly complex communication and language from others.

Attends to an adult or peer who is communicating verbally or nonverbally.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
Follows simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Gains information by listening to/processing communications from others.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Interprets or applies information someone else communicates verbally or nonverbally.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Language and Early Literacy Standard 2: Demonstrates the knowledge, skills and strategies needed for expressive communication.

Benchmark 2.1 Uses non-verbal communication for a variety of purposes.

Uses non-verbal communication to convey emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Identifies or chooses an object or person by pointing, physically touching or moving toward another.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Uses gestures and/or movements to initiate interactions or to get needs met.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

Benchmark 2.2: Uses language (verbal, signed, symbolic) for a variety of purposes.**P-LC 4: Child understands, follows, and uses appropriate social and conversational rules.****P-LC 6: Child understands and uses a wide variety of words for a variety of purposes.**

Initiates communication to have needs met.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Uses words, signs, pictures, and/or symbols to communicate.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Uses different types of words to communicate about people, objects and activities that are familiar as well as new.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Responds appropriately in conversations and discussions with peers and adults.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Asks many types of questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Adjusts the pitch, intonation, pace, and volume of their communication based on the situation.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Benchmark 2.3: Communicates with increasing clarity and use of conventional grammar.**P-LC 5: Child expresses self in increasingly long, detailed, and sophisticated ways.**

Speaks clearly enough to be understood by familiar people from his/her own community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Uses simple sentences to express self but may not always use correct grammar.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Uses more complex sentences, but grammar is sometimes incorrect.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Uses multiple sentences together with correct grammar consistent with his/her home language most of the time.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Language and Early Literacy Standard 3:
Demonstrates early literacy skills that are foundational for the reading process.

Benchmark 3.1: Listens to and/or responds to a variety of literacy-related experiences with interest and engagement.

Actively participates in storytelling, read alouds, and individual opportunities to hear someone reading.	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
Demonstrates self-directed interest in the reading process.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Imitates the act of reading.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

Benchmark 3.2: Shows interest in and understanding of the basic concepts and conventions of print.

P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Recognizes that print conveys meaning.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Demonstrates book handling skills.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Demonstrates understanding of some basic print conventions.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

Benchmark 3.3: Demonstrates knowledge of the alphabet.

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Recognizes some letters of the alphabet.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Recognizes some letters and words in print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
Identifies some known letters of the alphabet in familiar and unfamiliar words.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

Benchmark 3.4: Demonstrates emergent phonological awareness, including early phonemic awareness.**P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**

Listens to and identifies different types of sounds.	Literacy	B. Phonological Awareness	2 (All)
Recognizes rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Produces a rhyming word.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Discriminates separate syllables in words.	Literacy	B. Phonological Awareness	3 (All)
Recognizes letter sounds that match.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Makes some letter-sound connections.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
Identifies some beginning sounds of words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Benchmark 3.5: Draws meaning and recalls information from pictures, print, and text that is read to them.**P-LIT 5. Child asks and answers questions about a book that was read aloud.**

Gains meaning from pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Uses pictures or illustrations to answer questions, provide descriptions or retell details related to stories, songs and text that are read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Recalls information and draws simple conclusions from text that is read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Benchmark 3.6: Tells and retells a story.**P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**

Acts out main events of a familiar story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Uses pictures and illustrations to tell and retell a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Uses prior experience to help make sense of stories.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Retells a story including many details and draws connections between story events.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

**Language and Early Literacy Standard 4:
Demonstrates early literacy skills that are foundational for the writing process.**

Benchmark 4.1: Recognizes that the purpose of writing is communication.

Recognizes that oral communications can be represented by written language.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
Dictates words to an adult to be written down to convey a message.	Literacy	E. Writing	1.1 Dictates description of drawing
Recognizes that once an oral message is written it reads the same way every time.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture

Benchmark 4.2: Produces marks, symbols, letters and/or words to represent ideas.

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Labels pictures or produces simple texts using scribble writing.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Labels pictures or produces simple texts using letter-like forms.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Writes recognizable letters.	Literacy	E. Writing	3.1 Writes using developmental spelling
Writes familiar words.	Literacy	E. Writing	3. Writes words using conventional spelling

Benchmark 4.3: Explores the physical aspect of writing.

Uses tools for writing and drawing.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Experiments with different ways to grasp writing tools.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Adjusts body position when writing.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Adjusts paper position when writing.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Shows awareness of the directionality of print on a page when writing (top to bottom, left to right).	Literacy	E. Writing	3.4 Writes using "scribble writing"

Unmatched Head Start Goals

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

Goal P-LC 7. Child shows understanding of word categories and relationships among words.

Mathematics

Mathematics Standard 1:

Demonstrates mathematical concepts and skills during play and other activities.

Benchmark 1.1: Demonstrates understanding of counting and cardinality.

P-MATH 1. Child knows number names and the count sequence.

P-MATH 2. Child recognizes the number of objects in a small set.

P-MATH 3. Child understands the relationship between numbers and quantities.

P-MATH 4. Child compares numbers.

P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

Rote counts in sequence to 5 and beyond.	Math	A. Counting	2.2 Recites numbers 1–10
Recognizes that a single object is always “one” regardless of size, shape, and/or other attributes.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Keeps one-to-one correspondence between counting words and objects (one number word for each object) for small groups of objects.	Math	A. Counting	2. Counts out 10 items
Accurately counts a set or sets of objects to 5 and beyond and answers the question “how many”.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Effortlessly states the number of objects in a small collection of 1-4 items without counting.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Compares two sets of 1-5 concrete objects and uses language such as more, less, or same as to describe the comparison.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
Recognizes and identifies some numerals.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10

KY Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Scribbles, marks, or writes numerals on the paper to represent a number or quantity.	Math	C. Reading and Writing Numbers	1. Reads and writes symbols for addition (+) and equals (=)
	Math	C. Reading and Writing Numbers	1.1 Solves picture or object addition problems using shortcut sum strategy
	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Uses math language to express quantity in everyday experiences.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Benchmark 1.2: Identifies and uses common shapes and concepts about position.			
P-MATH 9. Child identifies, describes, compares, and composes shapes.			
P-MATH 10. Child explores the positions of objects in space.			
Recognizes and names some basic shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Describes and compares the characteristics of basic shapes using descriptive and geometric language.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Combines and separates 2D and 3D shapes to make other shapes or designs.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Completes simple puzzles.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
Identifies the shape of objects in the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Identifies parts of a whole.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Demonstrates knowledge of the relative position of objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Uses words that indicate directionality, order and position of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Benchmark 1.3: Uses the attributes of objects for comparison and patterning.**P-MATH 7. Child understands simple patterns.**

Describes objects by one or more attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Matches objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Sorts and classifies objects by one or more attributes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Recognizes, duplicates and extends simple repeating patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Creates original patterns that repeat.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Benchmark 1.4: Describes and compares measurable attributes of objects.**P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.**

Compares and/or orders objects using attributes of length, weight and size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Uses tools to explore measurement.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Explores, compares, and describes length, weight or capacity using nonstandard units.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Shows awareness of simple time concepts.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Demonstrates understanding of the sequence of events and relative length of time associated with some common activities.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Unmatched Head Start Goals

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

Physical Education

Physical Education Standard 1: Demonstrates gross and fine motor skills.

Benchmark 1.1: Performs a variety of locomotor skills with control.

P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

Demonstrates spatial awareness of body position in relationship to stationary objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Walks with control.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Runs with control.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
Climbs, jumps, and/or hops with coordination, balance, and control.	Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Gross Motor	C. Active Play	2.2 Climbs play equipment
Experiments with galloping and skipping.	Gross Motor	B. Movement and Coordination	7. Skips
	Gross Motor	B. Movement and Coordination	7.1 Gallops
Uses quick stops or changes in direction to avoid contact with objects or other people.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.

P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

Executes movements that require a stable base.	Gross Motor	A. Body Control and Weight Transfer	5.2 Maintains sitting position in chair
	Gross Motor	C. Active Play	1 (All)

KY Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Pushes, pulls, twists, turns, bends, balances, stretches, sways and/or swings limbs with coordination and control.	Gross Motor	C. Active Play	1 (All)

Benchmark 1.3: Combines a sequence of several motor skills with control.**P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**

Walks up and down stairs with alternating steps.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
Explores a variety of movements.	Gross Motor	B. Movement and Coordination	5 (All)
	Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7 (All)

Benchmark 1.4: Performs fine motor movements and tasks using eye-hand coordination.**P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.**

Explores and manipulates objects in a variety of ways.	Fine Motor	B. Functional Skill Use	All
Uses tools.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Exhibits strength and control when performing fine motor skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Performs tasks using hands with skill and precision.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Science

Science Standard 1:

Demonstrates scientific ways of thinking and working (with wonder and curiosity).

Benchmark 1.1: Observes and compares observable phenomena (objects, materials, plants, animals, and events).

P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

P-SCI 3. Child compares and categorizes observable phenomena.

Uses many senses to examine objects with attention to detail.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Describes properties.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Collects items with similar properties.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Observes similarities and differences.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Observes how objects, plants and animals are influenced by other objects or forces.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Benchmark 1.2: Uses a variety of tools to explore the environment.

Uses non-standard tools to explore the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Uses standard tools to explore the environment.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Benchmark 1.3: Uses aspects of the scientific process to learn about the world.

P-SCI 2. Child engages in scientific talk.

P-SCI 4. Child asks a question, gathers information, and makes predictions.

P-SCI 5. Child plans and conducts investigations and experiments.

P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Asks simple scientific questions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Makes predictions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Conducts simple experiments.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Observes results from simple experiments.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Records and communicates observations through a variety of means.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Draws conclusions based on observations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Social Studies

Social Studies Standard 1:

Demonstrates knowledge of the social and physical environments in which they live.

Benchmark 1.1: Differentiates between events that happen in the past, present, and future.

Recognizes the beginning and end of an event.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Recalls information about the immediate past.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Recognizes family and/or classroom events that happened in the past.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Considers how people, other living creatures and physical features of objects in the environment change over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Describes or represents two or three events in the correct sequence.	Cognitive	B. Imitation and Memory	3. Relates past events
Uses some general terms related to the elements of time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Describes activities and/or events that are planned or typically happen a short time ahead/in the near future.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Benchmark 1.2: Identifies important physical features in the environment and uses them to describe and navigate surroundings.

Recognizes and/or describes characteristics of familiar places.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Recognizes and/or uses objects to represent familiar places.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Shows interest in using geographic tools such as maps, globes, charts, and compasses.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Recognizes that sometimes there are not enough toys or materials for everyone.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Trades objects with someone else.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Recognizes that money is used to purchase things.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Benchmark 1.4: Contributes as a member of the classroom community or group by following rules.			
P-ATL 2. Child follows classroom rules and routines with increasing independence.			
P-ATL 3. Child appropriately handles and takes care of classroom materials.			
P-ATL 4. Child manages actions, words, and behavior with increasing independence.			
Follows routines that have been explained to them.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Follows rules with reminders and practice.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Describes rules that are important in different settings or situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Follows rules appropriate for the situation with limited guidance.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Benchmark 1.5: Demonstrates understanding of roles and relationships within families and the community.			
P-SE 11. Child has sense of belonging to family, community, and other groups.			
Name family members and their relationship to self.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Describes own role and the roles of others in own family.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Identifies similarities and differences between roles and relationships within one's own family with other families.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Recognizes that different people have different roles and jobs in the community.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Benchmark 1.6 Identifies and respects similarities and differences among familiar people and their cultural traditions.			
Describes characteristics of oneself.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Identifies and respects similarities and differences between self and others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Recognizes that people identify their gender differently.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Technology

Technology Standard 1:

Uses technology with care to engage with others and learn about the world.

Benchmark 1.1: Operates basic technology equipment with care.

Manipulates technology equipment.	Fine Motor	D. Use of Electronic Devices	1 (All)
Follows rules for safe use of the computer and other technology equipment.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Benchmark 1.2: Uses technology to learn information and accomplish a task.

Uses technology to explore, create and innovate.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Uses technology to communicate.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Uses technology to investigate a topic of interest.	Cognitive	E. Scientific Discovery	4. Transfers knowledge