



ALIGNMENT

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

WITH New York State Early Learning Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the New York State Early Learning Guidelines

This document aligns the 0-9 months, 8-16 months, 15-24 months, 24-36 months, 3-year-old, 4-year-old, 5-year-old, and 6-year-old levels of the *New York State Early Learning Guidelines* [2019] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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New York State Early Childhood Advisory Council. (2019). *New York State Early Learning Guidelines: A Child Development Resource for Educators of Children Ages Birth Through Eight*. Retrieved from:
<https://www.earlychildhoodny.org/pdi/elg.php>

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Approaches to Learning

A. Curiosity and Interest

0–9 months	Will gaze at something that has caught their attention (e.g., a fan, pinwheel, or a mobile)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Changes behavior when interested in an object, person, or experience (e.g., by becoming quieter or louder, or by changing facial expressions)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explores educator's face, hands, or clothing while feeding, by staring and reaching out to touch their features	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explores the way objects, such as leaves or applesauce, feel	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Finds objects and puts them in their mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Looks at themselves in the mirror and tries reaching their own reflection	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Feels, bangs, gets in, sits on, and throws objects to find out more about them	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Crawls, cruises, climbs or walks toward objects of interest (e.g., attempts to reach objects that are high up)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Repeats experiences to develop their understanding. (e.g., learns to crawl up stairs, and subsequently crawls up every set of stairs they find)	Cognitive	A. Sensory Exploration	2.1 Tries different simple actions to achieve goal
15–24 months	Points to objects, vocalizes, and looks to educator to identify the object	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Brings objects they are curious about to an educator	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Takes things apart	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	When walking outside, stops to examine objects, such as a leaf	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Will play with one object again and again (e.g., asks to hear the same book, and books on the same topic, again and again)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Asks simple questions involving what, where, and why; may not attend to the answer	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Asks questions about where people are when they can't be seen	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Will approach things, or devise ways to reach items of curiosity, such as pulling over a chair to reach a table	Cognitive	D. Reasoning	1. Uses object to obtain another object
3-year-olds	Often asks “why?”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Makes up stories about objects around them (e.g., observes fish tank and tells a story about the fish’s family)	Cognitive	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Notices the interests of their peers (e.g., observes their play and then imitates it)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Investigates the details of caregiving (e.g., asks to help cook)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Compares experiences in one setting and another (e.g., after reading a book about pets, the child says, “I have a dog too.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4-year-olds	Learns details about a topic of interest, (e.g., after reading a book about sharks, reads more books about sharks and learns the names of many sharks)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Collects objects that they are interested in, for example, sticks	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Tries to reproduce things they are interested in (e.g., looks at a book about a castle and then tries to build a castle in the block area)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Asks for explanations of how things work, (e.g., asks where the water in the faucet comes from)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Makes connection between their experiences at home and in school, (e.g., says, “I have paints at home too!”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
5-year-olds	Recognizes their peers’ knowledge and asks them about things that they are experts in	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Asks scientific questions, (e.g., what happens to the caterpillar when it is in the chrysalis)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Believes that there is one objective truth about a subject and thinks that if others have a different interpretation, they do not know the truth	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Locates an informational text in the classroom to find out about topics they are interested in	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Asks questions of experts (e.g., during a field trip to the waste treatment plant, child asks questions about how the pipes are connected)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
B. Initiative				
0–9 months	Actively explores the environment with their senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engages familiar adults in interactions (smiling, approaching, gesturing)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Rolls or crawls closer to touch an object	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reaches for something of interest, such as a caregiver's glasses or a toy	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Tries to hold bottle and feed self	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
8-16 months	Moves toward object or person they are interested in	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Wants to participate in self-care routines (e.g., wants to hold their own toothbrush)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Crawls or toddles to an educator with a book they have selected	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Holds objects up or out to educator that they are curious about	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
15-24 months	Vocalizes to express desire for an object or curiosity about it, with such phrases as "Dis?"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Tries activities that their educator suggests they engage in (e.g., goes down the slide after their caregiver suggests it)	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Is inspired by the activities of their peers (e.g., after seeing another child push a doll stroller, tries to take the doll stroller and push it themselves)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Looks or points at activities that they are interested in participating in	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24-36 months	Finds ways to accomplish their own goals, such as climbing onto a table to reach something up high	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Explores on their own and then returns to educator (i.e., runs to see something that looks interesting to them and then circles back to educator	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Tells an educator what they want to do	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
3-year-olds	Engages in solitary play with a preferred toy	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Asks educator to read them their favorite book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Watches what another child is doing and then begins to do it alongside them	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Chases another child and then turns so that they may have a turn being chased	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
4-year-olds	Gathers the materials that they need for a simple project, such as making imaginary soup	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Finds their own clothing in their cubby and puts it on	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Makes a plan for what they want to create (e.g., plans to draw a house)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Makes a choice about which area of the classroom they want to play in	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Makes a new friend by playing alongside or with them and engaging in conversations	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
5-year-olds	Takes care of classroom chores without being asked (e.g., throws out napkin after snack).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Develops a play idea day after day (e.g., child returns to block area to continue a construction and play scenario that has been developed throughout the week)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Advocates for their plot ideas when engaged in dramatic play with peers (e.g., when playing hospital in the dramatic play area, child asserts that the patient should be cured, while peer thinks they should die)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Thinks of ideas for stories they want to write about	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Volunteers to help with classroom chores	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Talks to an educator about how to solve a social problem (e.g., talks about homeless people they see on the way to school and asks how we might offer shelter to them)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
C. Persistence and Attentiveness				
0–9 months	Repeatedly shakes rattle to produce noise	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Holds the attention of their caregiver (e.g., smiles, babbles, sustains eye-contact, cries)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Is deeply focused on mastering a new skill for days at a time (e.g., works to get onto all fours and then rocks when learning to crawl)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Focuses on the same thing as the caregiver (e.g., watches the caregiver's hands and looks at their face as they turn the pages of a book)	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Puts blocks in a bucket and then dumps them out and does it again	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
15–24 months	Tries many ways of getting to an object that is out of reach	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Wants to do favorite activities and practice developing skills over and over again (e.g., repeatedly jumps off low step)	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Continues to try a difficult task when a caregiver sits close to them	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
24–36 months	Sits on a caregiver's lap while they read a board book from start to finish	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Maintains their focus on a desired outcome	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Stacks large cardboard blocks until they balance	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Completes 3–5 piece puzzle	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Pushes and pulls a wagon up a hill	Gross Motor	B. Movement and Coordination	3.1 Walks without support

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Focuses on the character and plot when engaged in pretend play (e.g., pretends to be the mother and stays in this role as the doll babies are fed and put to bed)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Listens to a short story from start to finish with a small group of children	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Tries several times to put on their own shoes before asking for help	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Chooses the same puzzle every day until they can do it with ease	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
4-year-olds	Makes a bead necklace of their name and sorts through all the letters until they find those needed	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Puts blocks away in their designated places until every block has been put away	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Listens to a storybook read to the whole group from start to finish	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Asks for help from a caregiver to complete a task	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
5-year-olds	Attends to open-ended tasks that they are interested in for a minimum of 20- 30 minutes	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Pauses work to get up to talk to their peers	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Rebuilds their elaborate block structure after it has been knocked down	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Tries several different ways of solving a problem (e.g., tries making a bridge with blocks to drive a car over, and when it falls, tries a new foundation so that it will support the cars)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6-year-olds	Sustains interest in a chapter book the educator is reading the class over the course of several weeks	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Reflects on their work and makes changes based on feedback from peers or educators	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

D. Creativity and Inventiveness

0–9 months	Imitates expressions on caregiver's face	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shakes, mouths, and drops objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–16 months	Imitates unusual uses for objects (e.g., places pot on head as a hat)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Tries out ways to use objects that they have observed in other places (e.g., bangs on a surface after watching drumming at a cultural event)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
15–24 months	Invents new uses for everyday materials (e.g., bangs on pots and pans)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries different combinations of objects (e.g., tries to fit small blocks into a peg sorter)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Imitates adult's idea (e.g., following educator's example to makes themselves a necklace by stringing large beads or tubes together)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
24–36 months	Uses everyday objects in imaginary play (e.g., picks up sticks and pretends they are swords)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Experiments with using various materials to solve problems (e.g., places a block on a stack of papers that is blowing away)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Dresses up as characters, (e.g., wraps scarf around neck and pretends to be a superhero)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3-year-olds	Asks adult for assistance with their creations (e.g., child asks educator to make a tent by putting a sheet over a table)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Embodies a pretend play character day after day	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Experiments with materials (e.g., dips paint into water and sees what color the water turns)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Invents words in play (e.g., says the specks of dirt in the sunlight are "bittle")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Sings made up songs to themselves	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	May have an imaginary friend	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Engages in detailed pretend play with peers	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Makes objects that they need for pretend play (e.g., makes a boat out of a cardboard box)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Tries several ways to create the object they have in mind. (e.g., child experiments with different foundations until they have found the one that will hold up a block bridge)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Develops techniques for painting and drawing (e.g., makes fast and slow strokes, or thick and thin lines)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Hears peers speaking a different language and makes up nonsense words and says they are speaking that language	Cognitive	B. Imitation and Memory	2. Imitates novel words
5-year-olds	Adds detail to creations (e.g., makes a clay bird with wings and a beak)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Asks more experienced people for advice about their creations (e.g., discusses ways to build stairs with an educator and then uses their advice)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Uses writing to add detail to their projects (e.g., includes a stop sign in their block construction)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Makes detailed and elaborate costumes for pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
6-year-olds	Uses their knowledge of science or social studies in creating (e.g., finds a beetle and makes a home for it with leaves and sticks)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Collaborates with peers to create a project over time (e.g., works together in a small group to paint the backdrop for a play)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Uses a familiar story as the basis to tell a new version (e.g., learns several Anansi stories and then makes up their own story about a tricky spider)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Physical Well-Being, Health and Motor Development

A. Large Motor Skills

0–9 months	Holds head upright and in middle of body when carried	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
	Brings hands together while lying on their back	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Lies on their back and holds onto their feet	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Rolls from back to front	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Rolls from front to back	Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
	Sits unsupported and reaches for objects	Gross Motor	A. Body Control and Weight Transfer	4.3 Regains balanced, upright sitting position after leaning left, right, and forward
	Moves from sitting to hands and knees	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
	Rocks back and forth on their hands and knees	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Pulls body forward while on stomach (commando crawl)	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
8–16 months	Moves between lying down, sitting, and balancing on hands and knees	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
		Gross Motor	B. Movement and Coordination	1.2 Assumes creeping position
	Crawls	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Pulls to a standing position	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Sits back down and moves to crawling after sitting down	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
	Pulls to standing, and uses one hand to manipulate toys	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Cruises (walks holding on to furniture)	Gross Motor	B. Movement and Coordination	3.4 Cruises

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Adjusts body position when moving up or down slopes or along different surfaces	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Crawls up the stairs	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Starts to walk around tables with support	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Pushes a doll stroller or other wheeled object while walking	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Walks without support	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	May walk a bit and then suddenly sit down	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Stops walking, squats, and stands back up	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
15–24 months	Throws a ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Runs	Gross Motor	B. Movement and Coordination	5.1 Runs
	Kicks a ball	Gross Motor	C. Active Play	1.4 Kicks ball
	Climbs onto an adult-sized couch	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Walks up and down stairs while holding onto an educator's hand	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Walks up and down stairs or climbing equipment by stepping with both feet on each step	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Changes speed or direction while moving though may have difficulty stopping with control	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks up stairs, placing one foot on each step	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Bends over to pick up a toy and stands back up	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Jumps forward with both feet at the same time	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Walks on tip-toes when asked	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Climbs a playground ladder	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Catches a medium-sized ball	Gross Motor	C. Active Play	1.3 Catches ball
	Pedals a tricycle	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
3-year-olds	Walks along curb or beam for short periods	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jumps off a step with both feet together	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Throws ball overhand	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Catches medium- to large-size balls and similar objects by trapping them against body with straight arms	Gross Motor	C. Active Play	1.3 Catches ball
	Climbs up playground ladders	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Gallops	Gross Motor	B. Movement and Coordination	7.1 Gallops
	Has a smooth walk/run gait	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Can stop body before running into other peers or obstacles	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Runs and stops suddenly without falling	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Runs smoothly around obstacles, stops and starts, plays tag	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Jumps for height and distance	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Hops on one foot	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Balances on one foot for a few moments	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Pedals tricycle while navigating corners and obstacles	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Walks up and down stairs, alternating feet, without support	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Climbs down playground ladders	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Squats without falling over	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
5-year-olds	Skips using alternating feet	Gross Motor	B. Movement and Coordination	7. Skips
	Walks backwards	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Turns somersaults	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Catches a playground ball from 3 feet away	Gross Motor	C. Active Play	1.3 Catches ball
	Balances on either foot	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Walks up and down stairs while holding an object	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Moves confidently around an obstacle course, maintaining balance while stopping and turning	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
6-year-olds	Kicks a ball at a target	Gross Motor	C. Active Play	1.4 Kicks ball
	Pumps legs to swing	Gross Motor	C. Active Play	2.1 Moves swing back and forth
	Rides a bicycle without training wheels	Gross Motor	C. Active Play	3. Rides and steers bicycle
	Jumps rope	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Dribbles basketball a few times	Gross Motor	C. Active Play	1.1 Bounces ball with one hand

B. Small Motor Skills

0–9 months	Discovers fingers and toes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Holds feet in hands or put hands in mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Opens and closes hands	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Grips caregiver's finger or similar object	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Coordinates hands and eyes when reaching for and holding a toy, such as a rattle	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Reaches out and pushes ball	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Picks up an object, such as a rattle , turns it over, and drops it	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Grasps objects in each hand and bangs them together	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
8–16 months	Uses forefinger and thumb to pick up smaller objects like cereal or pasta	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Picks up small blocks and drops them into a container	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Practices placing objects on top of one another, such as blocks or stacking cups	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Grasps the string of a pull toy	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Makes holes with one finger in play dough	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Points, with index finger extended and other fingers in a fist	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Holds a truck in one hand and uses the other hand to explore the wheels	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Pulls toys by tugging on a string	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Holds on to two blocks while trying to reach for another block	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Uses large brush to stand and paint at the easel	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Holds board book upright and turns the pages	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Holds a crayon between fingers and thumb and scribbles with big arm movements	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Uses wrist to rotate knob puzzle pieces to fit them in puzzle board	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
24–36 months	Use child-safe scissors in one hand to make snips in a piece of paper	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Strings large wooden beads onto a shoelace	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Balances 5–6 blocks on top of one another	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Open a door by turning the round handle	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Picks up a cup with one hand to drink from it	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Turns the pages of a paper book one at a time	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
3-year-olds	Uses crayon, marker, or pencil to draw lines and rough circles and shapes that may resemble letters and people	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Turns the pages of a book one at a time	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Builds a tower of 8 or more small blocks	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Cuts across small piece of paper with scissors	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Pinches, pounds, rolls, and squeezes clay	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Can place and remove a cookie cutter from a mound of clay	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Places small pegs in in pegboard	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Pours water from a small pitcher into a cup with minimal spillage.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Can use forks, spoons, or chopsticks	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
4-year-olds	Strings small beads onto laces	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Builds a tower of 10 or more blocks	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Hits nails and pegs with a hammer	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Forms shapes and designs out of clay (such as cookies with chips or snakes with eyes)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Buttons medium-large buttons when dressing themselves	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Cuts along a line	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Pulls tape off a dispenser, then attempts to tape items to a page or form tape into a ball	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
5-year-olds	Consistently uses their right or left hand	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Tears a small piece of tape off a tape dispenser	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses scissors with one hand to cut out shapes	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses pencil to copy many shapes and letters; these may be overly large or rough looking but the letter will be apparent	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Spins a top	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Zips up own coat	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Cuts out a shape, such as a house, with scissors	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses a pencil to write letters	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Makes braided chains of yarn or finger-knit	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses a large needle and thread to sew a pouch or a pattern	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Weaves yarn or strips of paper together	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Grips and squeezes a paper punch or pliers	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Ties shoelaces in bow	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
C. Sensory Integration				
0–9 months	Has a range of vision that is several feet by the age of four months	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Calms while being held as educator dances, sways, or rocks	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Tracks objects by moving both eyes together; makes eye contact with educator	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	See objects at a distance by seven months	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Uses eyes, hands, feet, and mouth together to explore the environment (e.g., picks up an object, looks at it, then mouths it and looks at it again)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hears door closing and looks to see who is coming	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Falls asleep when moving (e.g., in sling, stroller, or car)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Nuzzles their face into a freshly washed blanket to smell it	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Moves their body to the rhythm of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	When a new food is introduced, makes a face and might spit it out	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Feels objects in the environment (e.g., mashes and mixes the food on their high chair tray or, when walking, stops to pat a puddle)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Jiggles (e.g., sits on an educator’s knee and bounces up and down or pulls themselves to stand and bounces on their own knees)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
15–24 months	Starts to move body to fit into different spaces (e.g., fits their body into boxes, shelves, or laundry baskets)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Pats, pushes, mounds, and squeezes modeling compound	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Enjoys (or shows a dislike for) messy activities	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24–36 months	Notices textures on their clothes (e.g., a lumpy sock or pants made of different fabric than their shirt)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Tries different positions for walking quickly or running (e.g., leaning forward, rotating arms like propellers, or running sideways)	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Jumps off a step	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Rolls across the floor	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
	Touches everything in their environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3-year-olds	Navigates learning environment, occasionally bumping into tables and chairs	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Perceives the difference between similar colors (e.g., red and orange)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Turns around and around until dizzy	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Expresses preferences about the way things feel (e.g., whether the temperature of the air is too hot or too cold)	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Not able to see close up as well as they can far away	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Jumps off platforms	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Experiments with different kinds of slides and ways to slide	Gross Motor	C. Active Play	2.3 Goes down small slide
	Roughhouses with peers	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Swings and holds balance without falling of	Gross Motor	C. Active Play	2.1 Moves swing back and forth
5-year-olds	Developing left-to-right visual tracking	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Moves around the learning environment easily and successfully	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Spends time moving their body into different positions (e.g., upside down)	Gross Motor	B. Movement and Coordination	3, 4 (all), 5 (all), 6 (all), 7 (all)
6-year-olds	Eye muscles are adequately developed to allow them to move their eyes efficiently across a series of letters	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Identifies and describes sensations they find soothing or disagreeable	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Propels self on swing by pushing off tree or other surface with their feet, and begins to pump their legs	Gross Motor	C. Active Play	2.1 Moves swing back and forth

D. Self-Care

0–9 months	Roots to find nipple	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Indicates to their family member or caregiver when they want to nurse or eat by using crying, sounds, and gestures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Indicates when they are done by turning away from the nipple or bottle	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Raises legs during diaper changing	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Responds to educator's language during caregiving activities by making eye contact and smiling	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Assists educator in holding their bottle	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Reaches for family member or educator when wanting to be hugged or held	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
8–16 months	Has a sound or gesture that they use to indicate that they want to nurse or eat (e.g., "Num num")	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Tries new foods according to the cultural expectations of their family and community	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	For breast-feeding babies, crawls or walks to mother and climbs into lap to nurse when desired	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Feels and mouths object to distinguish between food and non-food items	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Feeds self-with fingers	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Removes loose clothing (e.g., socks, hats, or mittens)	Adaptive	C. Dressing and Undressing	1.6 Takes off socks
		Adaptive	C. Dressing and Undressing	1.7 Takes off hat

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Crawls or toddles toward or away from changing table when educator suggests a diaper change	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Holds out hands or pulls them away when educator brings them to the sink for hand washing	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Opens mouth for educator to brush their gums and teeth, or, if they would not like their gums to be brushed, closes mouth firmly	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Participates in sleeping routines in culturally appropriate ways (e.g., lying down with grandma, gathering blanket and pacifier, or crawling to a rocking chair)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Drinks from an open cup	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Undresses themselves completely	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
24–36 months	Tries a wider range of textures and flavors of food	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	For breastfeeding toddlers, begins to have interactions with their mother about when and how they like to nurse	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Anticipates and participates in family and/or childcare sleeping routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Shows interest in toilet training and may start to use toilet regularly with assistance	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Washes and dries hands after toileting and before meals, with assistance	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Cooperates and assists educator in tooth-brushing	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Eats socially, as is appropriate for their family and community's culture (e.g., by taking a portion from a common bowl and passing the bowl to the next child)	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
	Communicates to educator when they need to use the toilet	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
	Begins to follow the steps of using the toilet with assistance	Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control
	Washes hands before eating and after using the toilet, with reminders	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Puts on their own coat before going outside	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Wipes their own nose with a tissue, with a reminder	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Brushes their teeth, with help to reach all areas of the mouth	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Recognizes their own cubby to store personal items	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4-year-olds	Independently uses the toilet	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Independently washes hands before eating and after using the toilet with minimal reminders	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Dresses themselves, but may need help with zippers, snaps and buttons	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Communicates to educator about their own feelings of being hungry, tired or ill	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Brushes their own teeth	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	After a couple of weeks at school, knows the morning routine such as placing their backpack into their cubby and hanging up their coat	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Manages the contents of their backpack (e.g., takes out their folder and hangs it on their hook when they arrive in school)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Gets lunch on their tray or their lunchbox from their backpack and eats without prompting during lunch time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Safely manages increasing levels of risk in physical play	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
6-year-olds	Describes the purpose of events at the doctor's office (e.g., says that a vaccine will keep them from getting sick in the future)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Discusses consent with educators and peers; for example, says, "I would prefer to shake your hand, not give you a kiss."	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Knows to call 911 in an emergency	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Knows what bullying is and how to report bullying to a trusted adult	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
E. Healthy Sexuality				
0–9 months	Explores body parts, including their genitals	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Prefers to be unclothed	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at body parts on self, others, and in mirror	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Responds positively to healthy touch from loving adults (e.g., is soothed by massage)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Communicates bodily discomfort (e.g., cries during tummy time or gives strong signal that a different position is preferred)	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
8–16 months	Enjoys sensual, non-sexual experiences (e.g., breast feeding, thumb sucking, rocking to bed, cuddling)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Expresses delight and a sense of pride in the things their body can do independently (e.g., crawling up stairs, and throwing or dropping objects)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Bats at, touches, grasps, or pulls their genitals during diaper changing	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Touches or rubs their genitals themselves for pleasure (Note: Children this age are not masturbating to orgasm.)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Says “no” or walks away when another child tries touch, hit, or kiss them	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
24–36 months	Learns the language for different body parts and their functions (e.g., penis, vagina, or breasts)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Communicates their gender identity (e.g., “I’m a girl!”) and categorizes others by gender	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Expresses curiosity about their own body and the bodies of others (e.g., trying to see other people’s bodies or asking questions like: “Why doesn’t Kayla have a wee wee?”)	Cognitive	E. Scientific Discovery	2.3 Makes observations
3-year-olds	Expresses positive feelings about their body and actively explores what it can do (e.g., may experiment with different positions for urinating)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Understands that their bodies belong to themselves and that they have a right to say “no” to unwanted touch	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Imitates the relationship behavior of adults (e.g., children may engage in “kissing” or “playing house”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Expresses curiosity about their body and the bodies of others (e.g., a child may examine the “bottoms” of pets and stuffed animals)	Cognitive	E. Scientific Discovery	2.3 Makes observations
4-year-olds	Asks questions about their bodies and the bodies of others	Social-Communication	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Curious about birth, reproduction, and how families are made (e.g., child may ask, “Where did I come from?” or “What makes a baby?”)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Plays “doctor,” taking off clothes and examining peers’ genitals	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Seeks bodily pleasure (e.g., may want to cuddle when they wake up from nap or enjoy dressing up in silky dresses)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Masturbates either with their hands or through rubbing their genitals against surfaces like pillows or chairs	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses “potty talk” to test limits and make people laugh	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Uses correct names for parts of the body	Cognitive	E. Scientific Discovery	2.3 Makes observations
	May be familiar with exploring genitals but still have questions about their functions	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Understands that certain bodily activities have particular times and places, and accepts limits (e.g., may pick their nose in the bathroom)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Explores the idea of family and marriage, and understands that some adults are married and that some are not; is aware that there are lots of different ways to make a family	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
6-year-olds	Less interested in exploring sexuality than they were earlier	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	May continue to masturbate and understand that it is a healthy activity that has a specific time and place	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Begins to understand concepts of the body changing as it grows older	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Knows that they have agency over and are the experts on their own bodies and gender identity (i.e. they get to decide if they are a boy, girl, both, or something else)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Understands that there are lots of different kinds of loving relationships (e.g. parent, sibling, friend, etc.)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Social and Emotional Development

A. Trusting Relationships with Adults

0–9 months	Quiets when comforted by familiar adult, most of the time	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Shows preference for familiar educator through facial expressions and gestures (e.g., smiles or laughs)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Initiates and maintains interactions with educators (e.g., smiles, gestures, or verbal expression)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Looks for educators' response in uncertain situations (e.g., when stranger enters the room)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8–16 months	Explores environment with guidance from trusting adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seeks security and support from primary educator	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Exhibits separation anxiety by staying close to familiar adults in presence of strangers	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	When in a new situation, will make eye contact with trusted adult to "check in" with them	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Tests and confirms educators' responses to own behavior (e.g., reaches for a forbidden object and looks at educator to check response)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
15–24 months	Indicates need for assistance from a trusted adult (e.g., looks to adult and points to ball to indicate they need help when a ball rolls under shelves)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Periodically checks with caregiver for help or reassurance when playing alone or with peers (e.g., moves body to caregiver to get a hug then goes back to playing)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Initiates interactions and plays with adults (e.g., brings book for adult to read)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Responds to adults' verbal greetings either verbally or nonverbally by, for example, waving or blowing a kiss	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Imitates adult activities (e.g., pretends to cook or “reads” next to adult who is reading)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Communicates with adults about recent activities. (e.g., “Mama and I went to the store.”)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	May show discomfort with separation or new situations when familiar caregiver is not present (e.g., by protesting loudly, crying, or withdrawing)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Seeks adult assistance with challenges but may become angry when help is given. (e.g., “Help please, I do it myself.”)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
3-year-olds	Separates with assistance from significant adults and transitions to educator	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Asks for educator’s assistance with an activity they want to do (e.g., asks educator to hold their hand as they balance along a curb)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Brings simple problem to adults attention (e.g., informing them a tricycle has gotten stuck)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
4-year-olds	Asks for help in completing projects that they are interested in but that are beyond their physical capabilities (e.g., asks caregiver to tape corners of cardboard construction together)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Carries out actions to please adults at times (e.g., cleans up at clean-up time)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Expresses feelings about adults (e.g., “I love Auntie because she always plays with me.”)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Follows educators’ guidelines for appropriate behavior in different environments	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
5-year-olds	Interacts with significant adults outside of the family and classroom (e.g., speaks with the bus driver and cook)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Seeks guidance from family members, educators, and other familiar adults	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Transitions into unfamiliar settings with the assistance of a familiar adult	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Greets educators or other adults when arriving in the learning environment	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Engages in informal conversations with adults (e.g., talks with educator every day about what their new kitten is doing)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Seeks educator's assistance when a group of children cannot agree on the rules for a game	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Seeks educator's advice on how to deal with a conflict with a friend	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
B. Sense of Belonging				
0–9 months	Expresses contentment or joy when trusted adult is present	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Develops cultural identity through daily caregiving interactions, household smell, sounds	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Babbles a range of sounds and imitates intonation and sounds of the home language(s)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Looks more at faces that resemble the faces of familiar, trusted adults	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	May react to and/or interact differently with others who do not resemble their family members and who speak other languages or language variations	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Plays beside other children	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Demonstrates ease and comfort when spoken to in their home language	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Cries when family member leaves	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
15–24 months	Displays ease and comfort in a variety of places when with familiar adults	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows familiar routines (e.g., knows what chair is theirs when meal time occurs)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24–36 months	Identifies self as a member of a family; talks about family members who are not present	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Is curious about physical characteristics of self and others (e.g., skin color, hair texture, or gender anatomy)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	May begin to use social labels such as race to describe people and “match” them based on physical characteristics	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Asks simple questions about other children. (e.g., “Where’s Tommy?” “What’s he doing?”)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	May begin to show fear, discomfort, or dislike toward people who look or speak in unfamiliar ways	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
3-year-olds	Uses pretend play to explore, practice, and understand social roles	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	May assign roles to other children during dramatic play that reflect their lived experience (e.g., “You be the Mama, and I’ll be the Papa with the baby.”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Identifies gender and other similarities and differences between self and others; may draw conclusions based on stereotypes and personal experience	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Notices differences, and may ask why (e.g., “Why is he in a wheelchair?”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Children may begin using their home language in certain places and times or with certain people	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4-year-olds	Identifies self as a member of a group (e.g., refers to our family, our school, our faith, or our culture)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begins to show evidence of internalized superiority or internalized oppression based on race, ethnicity, class, gender, religion, ability status, family structure, body size, and/or language	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Adjusts behavior to different settings (e.g., family vs. learning environment)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Compares similarities or differences of others (e.g., height, hair color, or skin tone)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Seeks out people and objects in the learning environment that affirm their sense of belonging (e.g., educator who shares their home language, family photo, item from home)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Develops their own theories about what causes differences in ability, gender, and skin color	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	May mask fear of differences with avoidance and/or silliness	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	When a child's home culture or experience differs from the dominant or mainstream culture, they may:			
	Reject their home culture and adopt the dominant one	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Reject dominant culture and insist on home culture	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Learn to adjust behavior and to become bi-cultural	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	When a child's home culture and experience has been affirmed, they may express pride in their racial, linguistic and cultural identity	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	When a child's home culture or experience aligns with dominant or mainstream culture, they may:			
	Internalize a false sense that they are "normal" or superior	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
6-year-olds	Prefers a child who speaks their own language or language variation as a friend	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Shows evidence of social messages affecting how they feel about their self and group identity (e.g., evidence of internalized superiority or internalized oppression)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Knows that insults related to race, gender, and cultural identity are hurtful	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	May choose to play only with children close to their gender, racial, or cultural identities	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
0–9 months	Explores the similarities and differences in the home cultures of their peers	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	C. Sense of Self			
	Discovers body parts and explores own body (e.g., observes hands, reaches for toes)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explores the face and other body parts of others (e.g., touches caregivers' mouth, hair, or hands)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Responds with gestures (waves hands, smiles) or vocalizations (squealing) when name is spoken	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Protests when they do not want to do something (e.g., arches back to avoid sitting in chair)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Looks at self in mirror	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Smiles at self in mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Makes choices about what toys to play with	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Plays with one object more often than others	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Has favorite foods, comfort objects, people, etc.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
15–24 months	Expresses thoughts and feelings by saying “no!”	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Uses name or other family label (e.g., nickname or birth order such as “little sister”) when referring to self	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Shows pride in accomplishments/achievements (e.g., smiles after making hand print)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Expresses comfort with and preference for foods and songs that are culturally familiar	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Recognizes and calls attention to self, by pointing, when looking in the mirror or at photographs	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
24–36 months	Understands that they are a separate person	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Refer to themselves as “me” (e.g., “Me big.”)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Tests limits and strives for independence	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Communicates with phrases such as “I doing this,” “I don’t do this,” “I can do this,” or “I did this”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Identifies objects as belonging to them, such as a lunchbox or a stuffed animal. (e.g., “That’s mine!”)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Makes choices (e.g., what toys to play with or what clothes to wear)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Communicates their gender identity (e.g., “I’m a girl!”) and categorizes others by gender	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	May talk to self and/or engage in conversations with imaginary playmates	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Describes self by physical attributes and gender	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses personal pronouns (I, me) rather than referring to self in third person	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Chooses preferred activities (e.g., painting, doing puzzles)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expresses self in different roles during pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Exerts will and preferences with actions and language	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Acts as though they are capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with adult sized broom)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
4-year-olds	Describes family members and the structure of their family	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describes self by physical attributes, abilities, and feelings	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Experiments by trying new activities and testing their abilities	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Identifies feelings, likes, and dislikes, and expresses own ideas and opinions; begins to be able to explain why they have them	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Becomes aware of and explores the meaning of their racial, cultural, gender identities; understands that they are a member of various social groups that have names (e.g., White, Black, African American, Dominican, Muslim, boy, transgender, etc.)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Children begin to internalize gender stereo-types and may begin to conform to society's gendered expectations for their own behavior and/or express gender biases (e.g., only boys play with blocks or only girls wear dresses)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Identifies and expresses own interests, preferences, and abilities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Confidently expresses likes and dislikes	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Has unrealistic positive overestimations of their own abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Compares or contrasts self to others (e.g., physical characteristics, preferences, abilities, and feelings)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
6-year-olds	Shows satisfaction and pride in their work (e.g., expresses joy when they are selected to work on a new science project)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Compares abilities to those of their peers	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Seeks approval of abilities from peers and adults	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Can name some of their group identities and express how they feel about being a member of those groups	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
D. Empathy				
0–9 months	Smiles when they see a smiling face, especially a familiar one	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Reacts when someone is sad or upset; this reaction may include startling, eye contact, or becoming upset themselves	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Observes other’s faces for clues about how they should feel	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–16 months	Looks to educator to gauge their response to a new person or situation	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Pats and strokes others who are distressed	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Shows guilt when they harm someone or do something forbidden	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Distinguishes between kind and cruel actions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Stays nearby and quietly watches a child who is upset	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Uses known strategies to try to help other children who are upset or sad (e.g., brings a crying friend to the educator)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Notifies and disapproves of unfair (unequal) distribution of desired objects	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Attempts to help with a perceived need, (e.g., opens a cabinet for someone whose hands are full)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Wants to see good actions rewarded and bad actions punished	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
24–36 months	Understands that people have beliefs that are not true	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Understands that just as they have thoughts, feelings, and goals, other people have thoughts, feelings, and goals too	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Begins to understand that not everyone likes the same things	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Assigns feelings to dolls or toys and cares for them	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
3-year-olds	Tells an adult when another child does something unkind or unfair	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Is more likely to help someone who has previously helped someone else and is less likely to help someone who has been unkind to someone else	Social-Emotional	C. Interactions with peers	1.2 Responds appropriately to peer social behavior
	Adopts a variety of roles and feelings during pretend play	Social-Emotional	C. Interactions with peers	2.1 Enacts roles or identities in imaginary play
	Identifies and responds to the feelings and experiences of the characters in stories	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
4-year-olds	Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Shows concern about fairness within peer group	Social-Emotional	C. Interactions with peers	3.3 Shares or exchanges objects
	Develops awareness that some racial, cultural, gender, and linguistic identities are unfairly valued more than others in society	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Begins to recognize how own actions affect others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Listens to viewpoints of others	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Offers support to another child or shows concern when a peer is upset (e.g., “I see you’re sad. Do you want to play with me?”)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Develops their own theories about social inequities (e.g., why some groups of people tend to have more money and decision-making power than others)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
6-year-olds	Dislikes being at a relative disadvantage to others (e.g., would rather that nobody got cookies, then that their friend got two and they got one)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Does not object to being at a relative advantage to others (e.g., does not advocate for fairness when they get three cookies and their peer gets one)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Notifies and describes social inequities	Cognitive	E. Scientific Discovery	4. Transfers knowledge
E. Cooperation and Negotiation				
0–9 months	Watches babies and other children and imitates their sounds, actions, and motions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows interest and enjoyment in interaction with other children and adults, as expressed in gestures, facial expressions, and vocalizations such as babbling, exclamations, and laughter	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Engages in back-and-forth interactions with the educator for short periods of time (e.g., rolling a ball, playing peek-a-boo)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Makes judgments about others by observing their helpful and unhelpful actions	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Reaches out to touch other children or the toys they are playing with	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Passes a toy or a ball back and forth with an adult or another child, at least once or twice	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Imitates the simple actions of a peer (e.g., banging blocks together)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Helps educator with caregiving tasks (e.g., holds out their foot so their caregiver can put on their shoe)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Indicates preferences and intentions by answering yes/no questions (e.g., child nods head yes and hands a doll to teacher when asked if they are finished playing with it)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
15–24 months	Physically removes toys from another child’s grasp that they would like to play with	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Refuses to give peer a turn	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Accepts adult help to negotiate disputes over toys	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Expresses interest in playing with a certain child	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
24–36 months	Responds physically when another child takes a toy (e.g., pushing, hitting, or biting)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Recognizes there is conflict and seeks out educator’s assistance	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Understands concept of “mine” and is starting to develop the concept of “his/hers/theirs”	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Seeks out, initiates, and responds to other children for social interactions for short periods of time	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Plays side by side with another child, making comments to them	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Participates in loosely structured group games (e.g., chase, dramatic play, or ring-a-round a-rosie)	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Sometimes accepts and imitates other children’s ideas for play with adult prompts as needed (e.g., takes a shovel that is offered and briefly digs in sandbox beside another child)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Negotiates with peers (e.g., takes turns, plans play) and communicates disagreement to other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Understands the concept of “mine” and “theirs”	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Chases other children and then turns and allows themselves to be chased	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
4-year-olds	Assigns roles in play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Uses different turn-taking strategies (e.g., bartering, trading, or waiting for a turn)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Uses simple strategies to solve problems, either individually or in a group	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Negotiates with other children to solve a problem	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	States a position with reasons. (e.g., “I don’t want to play blocks right now because I want to draw.”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
5-year-olds	Shares, take turns, and cooperates in a group	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
	Listens to others’ ideas and wants; shares own ideas and wants	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Understands that sometimes you are a leader, and sometimes you are a follower	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Plays simple card games that require turn-taking and waiting	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
6-year-olds	Negotiates with other children by using words to express ideas and feelings	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Plays games that have clear roles for two players (e.g., card games, board games, and computer games)	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	May change the rules of structured games to ensure that they win	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Dislikes being corrected or losing at games	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Identifies actions of others as purposeful or accidental	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Sense of friendship with the same child may change abruptly within the same day	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

F. Emotional Self-Regulation

0–9 months	Signals needs with sounds or motions (e.g., turns head and roots or cries when hungry. or reaches for wanted object of comfort)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Relaxes or stops crying when comforted, especially by familiar adult (e.g., when swaddled or spoken to softly)	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Responds to emotional cues and social situations (e.g., crying when other babies cry)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smiles, waves, or laughs in response to positive adult interaction	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Seeks educator support and attention when encountering a challenge	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Imitates adults' facial expressions and moods	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Uses physical contact to express emotions (e.g., kissing, biting, hugging, or patting)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Rubs comfort object or sucks thumb when upset or tired	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeats sounds or words to draw educator's attention to their needs and begins to cry if educator does not respond quickly enough	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
15–24 months	Uses a variety of strategies to manage their feelings, such as withdrawing from the group, seeking a hug from the educator, or holding on to a special object	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Tells educator "I'm ok!" after they fall down	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Says phrases like "Mommy bye-bye" and points to the door to communicate that they miss their family	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Continues to do an action, such as climbing over the top of a table, after an educator has asked them to stop	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Protests loudly, and may have tantrums, in response to limits	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Names some emotions (e.g., happy, sad, excited, mad, tired, or scared)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begins to use pretend play to express/act out emotions	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3-year-olds	Expresses strong feelings physically (e.g., kicks, hits, or throws items)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	May feel overwhelmed by emotions such as excitement or disappointment	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Talks to an imaginary friend about their thoughts and feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Assigns certain inanimate objects their own feelings (e.g., the stuffed dog is said to be mad because it can't have a cookie before bed)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Talks about their emotions when someone notices they are sad and asks them about it	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Asks “why” questions to show effort at understanding effects of behavior	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
4-year-olds	Tries to express strong feelings verbally, but then may resort to physical expression (e.g., breaking toys)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Acts out and resolves emotions in dramatic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Explains the reason behind their emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses vocabulary for complex emotions, such as disappointed, frustrated, embarrassed, or thrilled	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Advocates for what they want and what they like	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identifies some things that help them feel better when they are upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Often expresses strong feelings in socially and culturally accepted ways	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Identifies emotions and uses words to describe them	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Describes why people may feel differently about the same situation	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Intentionally uses humor (e.g., begins to tell jokes)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Begins to understand and explain reactions to certain circumstances	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
6-year-olds	Identifies socially and culturally acceptable behavior (e.g., listening vs. interrupting)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Becomes upset when they lose a game but is able to use a strategy to cope	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
G. Following rhythms, rules and routines				
0–9 months	Develops increasing consistency in sleeping, waking, and eating patterns	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Anticipates and participates in routine interactions (e.g., lifts arms toward educator to be picked up)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Engages in some regular behaviors (e.g., sings or babbles self to sleep; goes to high chair when hungry)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
8–16 months	Recognizes that certain adult actions are associated with expected behavior (e.g., waits to be buckled into stroller)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Anticipates familiar routines or activities (e.g., watches for a family member when it is time to go home)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Recognizes that different behaviors will elicit different reactions from adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Makes eye contact with educator when doing something that is off-limits	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
15–24 months	Begins to insert self by resisting educator requests	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Reaches to take a toy from a peer, but then pulls back their hand in response to the educator's look	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Follows some consistently set rules and routines (e.g., chooses a book after lunch for quiet time)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Challenges boundaries and rules while striving for independence	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	experiences difficulty transitioning from one activity to the next	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Can verbally start to tell what comes next in the routines, and helps guide others in different transitions and activities	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
3-year-olds	Participates in routine activities such as meal time, snack time, and nap time	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follows simple rules with few reminders (e.g., handles toys with care, clears plate after lunch, cleans up before moving to another center)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Begins to follow basic safety guidelines and requirements, such as walking rather than running inside, but may not do so consistently	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4-year-olds	Adapts to changes in daily schedule (e.g., “Today is Wednesday, and we have our art lesson with our visiting artist.”)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Predicts what comes next in the day, when there is an established and consistent routine (e.g., “After nap we have a snack, then my Mom comes to get me.”)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Demonstrates understanding of the consequences of own actions on others (e.g., “I gave Anna the toy and so she feels better.”)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Waits for turn during group activities	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
5-year-olds	Changes actions to meet expectations of different settings (e.g., takes off shoes at home but wears shoes at school)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Applies familiar rules in new but similar situations (e.g., uses a quiet voice inside)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adapts to new environment by behaving and displaying emotions in expected ways (e.g., goes to a new friend’s house and is able to be calm, share, and take turns)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Adheres strongly to rules (e.g., “James isn’t raising his hand to talk, but I am!”)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Follows routines with multiple steps independently (e.g., arrives in the morning and knows what to do to begin day: hangs up belongings, takes out their folders, and chooses an activity until group time is announced)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Takes turns in group discussion (e.g., raises hands, quietly listens to others, and proposes ideas when it’s their turn to talk)	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Adapts rules to fit a particular situation or their own desires	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Communication, Language, and Literacy

A. Speaking

0–9 months	Sucks on fingers or pacifiers and moves head and mouth towards milk	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laughs and chuckles	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Cries when hungry, upset, or in need of attention	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	May repeat cooing sounds, such as “ooh” and “ah”	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Watches caregiver’s mouth closely as they are talking	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	May sign “milk” by hand gesture approximating the opening and closing hand	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Babbles and may make “p,” “b,” and “m” sounds that can begin to seem like “papa,” “baba,” or “mama”	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Holds up arms to be lifted up or for a hug	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8–16 months	Uses facial gestures to engage with adult, such as blinking eyes or sticking out tongue	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Makes physical contact to get educator’s attention, including holding educator’s face in their hands or patting educator’s leg until attention is given	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses utterances consistently to refer to people or favorite objects (e.g., “Mama” for mother, “Dada” for father, and “Ba-ba” for blanket)	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Uses a few words to express needs and wants that are understood in context by adults in the child’s environment (e.g., saying “up” to indicate desire to be held)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Note: Expressive language development may pause as a child learns to walk and increase their mobility			

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Points to items that they want or want the caregiver to give attention to	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses two words together to express wants, needs, or ideas, such as “Papi, go.”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Shakes head “no” in response to questions	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Uses made-up words to refer to familiar objects and experiences that family members and educators understand	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Uses some words to refer to more than one thing (e.g., “wowa” may mean both sitting in the stroller and going outside)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Adds new words to their vocabulary every day.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Socializes and interacts with peers using nonverbal (gestural) means, along with words or phrases (e.g., making a motion to push another child away and saying, “Go Away.”)	Social-Emotional	C. Interaction with Peers	1.1 Initiates social behavior toward peer
24–36 months	Puts two or more words together to express more complex thoughts (e.g., “All gone bubbles,” “Mommy eat,” “I want,” or “I no want.”)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses past tense in simple sentences that may contain errors, such as “I goed to school.”	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Uses the possessive, though not always correctly, (e.g., “Her Julia.”)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Starts to label different items with an adjective such as a big chair or blue ball.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Emergent multilingual learners will play with using more than one language in a single sentence or conversation (e.g., “More leche please.”)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3-year-olds	Asks questions such as “¿Quieres jugo?” (“Do you want juice?”) along with “when” and “how” questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Answers “who,” “what,” “where,” and “when” questions in preferred language (e.g., “Vivo en Nueva York.” [“I live in New York.”])	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Uses some pronouns correctly, such as “I,” “you,” “me,” “he,” and “they”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses some plural words, like “toys,” “birds,” and “buses”	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Uses past and future tenses (“Yesterday we went to the park, where I’m gonna have my birthday party!”)	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Talks about a variety of topics for different purposes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrates more complex sentences and precise vocabulary in areas of interest, explaining, for example, “No, that’s not a digger, it’s an excavator!”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Emergent multilingual learners may ask to participate in activities using short sentences or approximations, for example, “Can I play?” or “I play?”	Social-Emotional	C. Interaction with Peers	3.2 Joins others in cooperative activity
5-year-olds	Initiates and maintains a conversation with peers for exchanges over longer periods of time	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Talks about language, as in “I know Spanish,” or “I think that is what you said.”	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Responds to the question, “What did you say?”	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Uses increasingly complex sentence structure to express thoughts (“I am going to the hospital, but I’m pretending. I’m not going to have the baby. The mommy is going to have the baby.”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Talks in different ways depending on place and listener	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Tells simple stories	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
6-year-olds	Speaks clearly so that others understand	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Tells a joke to a friend	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses most parts of speech or grammar correctly (e.g., uses a contraction)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses vocabulary specific to science, math, social studies, and the arts	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

B. Listening and understanding

0–9 months	Responds to sounds in the environment (e.g., startles or cries when there is a siren or an unexpected sound)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Leans intentionality towards a familiar person's voice	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Makes frequent eye contact while listening, and gestures in response	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Turns and looks toward familiar sounds and/or words (e.g., when name is called)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
8–16 months	Responds to "yes" and "no"	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Responds to requests such as "wave bye-bye"	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Looks toward door when doorbell rings and educator asks, "Who is it?"	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Responds to simple requests or statements accompanied by gestures, such as when the caregiver asks for a specific toy while pointing at it	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Shows understanding of the names of most familiar objects and people by looking toward them when they are mentioned	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
15–24 months	Points to familiar people when asked where they are	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Shows joint attention with adults (e.g., looks at and points to elephant with daddy at the zoo)	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Shows understanding of pronouns such as "my" and "your" (e.g., points to their belly button when asked, "Where is your belly button?")	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Identifies people, objects, and actions when asked	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Answers/asks simple questions (Note: child’s answer may not be a response to what was asked, but may instead involve what they want to talk about in the moment)	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Demonstrates understanding of simple directions in familiar context by responding appropriately (e.g., “Give daddy the cup, please.”)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Responds to directions that include verbs (e.g., run, jump, reach, open)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Understands statements with descriptive words for time (e.g., “After we clean up, we’ll go to the bathroom.”)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Understands words and phrases associated with family life in their home language	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3-year-olds	Answers questions that show knowledge of events	Social-Communication	D. Social Use of Language	4.1 Answers who, what, and where questions
	Asks questions that show attention to activities (e.g., “Why did the boy run away?”)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Follows two-step directions (e.g., “Please put the blocks away, then sit on the rug.”)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Begins to understand opposites (e.g., hot and cold, stop and	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people
4-year-olds	Answers open-ended questions	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys, and then get your shoes.”)	Social-Communication	C. Communicative Expression	3. Follows multistep directions without contextual cues
	Extends/expands the thought or idea expressed by another	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Engages in conversation that develops a thought or idea (e.g., talks about a past event)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Listens to others in a group discussion for a short period; gains information through listening	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Responds to multi-step directions or requests (e.g., “First, wash your hands. Then bring me the green towel, and then we will have snack.”)	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Observes and interprets details about environment, events, or speakers	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Understands words for time, like “yesterday,” “today,” and “tomorrow”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Role plays familiar events described by others, such as a friend’s story	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Understands forms of social speech from their family, culture and community	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
6-year-olds	Remembers a story that a friend told yesterday	Cognitive	B. Imitation and Memory	3. Relates past events
	Responds and can follow a sequence of two- or three-step directions in a row	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Listens to a peer’s idea and participates in a conversation with a partner	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Compares or uses specific traits to describe characters in a story that the educator has told	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

C. Social Communication

0–9 months	Looks at a caregiver as they are speaking	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Uses sounds and whole-body gestures to engage in interactions with educator	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Repeats and imitates cooing sounds	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Uses facial gestures to engage with adult (e.g., blinking eyes, sticking out tongue, clapping, covering face with hands)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Makes sounds when educator is singing	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Waves bye-bye	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
8–16 months	Participates in a conversation by making sounds or using words in response to adult (e.g., educator says, "Mmm" when feeding the baby, and the baby says, "Mmm" back)	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Begins to demonstrate turn-taking in conversation by babbling and then pausing and looking to educator to respond	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Makes eye contact when vocalizing or being spoken to, as appropriate to cultural context	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Initiates conversations by bringing objects to show caregivers	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Differentiates between tones of voice (angry, friendly) and smiles back at caregiver as appropriate	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Starts to shake head “Yes” or “No” in answer to simple questions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Makes requests by pointing and vocalizing	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Repeats themselves if the educator does not respond or understand them	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Talks into pretend phone and then pauses, as if to listen to the other person	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Makes related comments (e.g., when adult says, “Here is your water,” child says, “cup,” “agua,” or “water cup.”	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24–36 months	Sustains conversation about a single topic for one or two turns	Social-Emotional	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Makes a request or response (e.g., “I can,” “Yo quiero”, or “I want.”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Repeats part of what the educator said to continue the conversation	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Uses translanguaging, such as “That’s my abuelita.”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses single and paired words to command, indicate possession, express problems, and gain attention	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Answers questions such as “What’s that?” and “Where is it?”	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Begins using language to engage others in pretend play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3-year-olds	Asks questions about the current activity (“Can I have a brown crayon?”)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to take turns during conversations	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Makes formal requests or responses, such as “May I please...” and “Thank you.”	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Recognizes what rising and falling speech sounds mean and attempts to answer questions	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Acknowledges a partner’s message using fillers, such as “yeah” and “ok.”	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Begins code-switching and uses simpler language when talking to very young children	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Adds to a conversation by retelling a similar experience (“I love ice cream too, and I had some vanilla yesterday.”)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Initiates an exchange to provide information or to clarify (“My teacher said today is Monday. On Mondays I go to karate!”)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Takes turns on topic in an extended exchange, and shows knowledge of the speaker/listener role	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Switches language or mode of communication as appropriate with family member or person with whom they are speaking	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Tells stories with chains of events and actions	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses terms that have meanings that are dependent on context, such as “this,” “that,” “here,” and “there”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Experiments with the effects some words (such as “Poo-poo head”) can have on others	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Pays attention to speaker in a conversation	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Takes turns during group conversations, raising hand to speak, with reminders	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Emergent multilingual children gauge and then speak in the dominant language of communication used by the person with whom they are speaking	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Provides additional information to clarify when listener does not understand the child's meaning	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Uses language to persuade or to state an opinion	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses body language, facial expressions, and tone to predict behavior	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Tells stories with characters and a more complex sense of structure to events and actions	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
6-year-olds	Understands the body language or facial expression of a peer and uses it to check in with or to modify language and/or behavior with that child	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Converses with a partner taking a number of turns and building on and extending the topic	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Shares knock-knock and other jokes with peers	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

D. Engaging with Stories and Books

0–9 months	Smiles, babbles, and laughs when the educator reads, sings, or tells stories to them	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Touches, feels, manipulates, and tastes books	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Looks at books presented by the educator	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Looks at a picture book with an educator and makes sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Shows preference for certain stories or texts, such as lift-the-flap books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Smiles, dances, or sings along to familiar songs	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Shows pleasure when caregiver shares an image, tells a story, or sings a lullaby (e.g., smiles or vocalizes)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
15–24 months	Points to and names familiar people and objects in photos or books	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Points to pictures related to the text the educator is reading	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Holds board books upright and turns pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Imitates gestures that go with rhymes or simple songs, such as “Row, Row, Row Your Boat” or “Pin Pon	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Listens to a story or looks at books for a short period of time	Literacy	A. Awareness of Print	1.1 Participates in shared one-on-one reading
	Responds to storytelling and texts with short questions, comments, or movements (e.g., flapping their arms when a bird appears in a book)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24–36 months	Contributes language from the text at the expected time (e.g., calls out “Caps for sale! Fifty cents a cap!” during a group reading of that book)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Asks for or picks out favorite story to read at bedtime or during play	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Starts to point to words in the book and pretends to “read” them aloud	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Spends time looking at books by themselves	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Makes connections between their experience and the experience of a character in a story or text (e.g., telling a friend at the park, “I’m planting seeds, just like Harold.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Delights in stories and texts (e.g., looks at books independently, laughs at a humorous story, has a favorite book of poems, or treasures a birthday party invitation)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Demonstrates emergent reading behavior (e.g., holds a book and reads aloud to dolls or stuffed animals; shows pictures or repeats memorized part of text)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Turns pages of a familiar book in the direction that print follows in their home language	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrates understanding of narratives by telling and retelling stories nonverbally and/or verbally	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Asks and answers “what,” “where,” “who,” and “why” questions about books and during read-aloud sessions	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Uses background knowledge to connect with culturally relevant stories or pictures	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
4-year-olds	Looks for and finds texts that are enjoyable to look at or read from a library	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Participates in dialogue about stories, images, or texts in preferred language (e.g. says, “También me gusta.”)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Talks about characters in stories or texts, such as something funny that characters said or did	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Retells a favorite story or text in play, imitating the rhythm or structure of the story/text (e.g., creating a coconut tree from a paper towel roll and using letter magnets to retell the book Chicka Chicka Boom Boom)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Asks and answers open-ended questions about the meaning of pictures or texts (e.g., “How do the colors that the illustrator used make you feel?”)	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Expresses an opinion about a story	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Compares stories with one another (e.g., “In all the Skippy Jon Jones books, Skippy goes on adventures in his closet.”)	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Asks questions about the stories and texts	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Makes predictions about what will happen in stories or texts based on adult modeling	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Responds to stories or texts by incorporating characters and narratives from them into dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses books to learn more about topics of interest (e.g., creates a map of the subway system based on text and their lived experience)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
6-year-olds	Listens to a nonfiction book and shares a personal connection (e.g., connects with text about a family from Mexico and the United States by stating, “I am from both places too.”)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Understands and responds to a favorite part of a book during buddy reading	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Retells a story from a picture book (e.g., summarizes a plot about how a neighborhood transforms with mural art)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
E. Phonological awareness				
0–9 months	Listens, attends to, and reacts to speech sounds in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Babbles and makes sounds exploring different ways to vocalize (e.g., “ba-ba” and “eee”)	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Imitates sounds heard in familiar spoken language(s)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Is more attuned to the speech sounds of their home language than those of other languages	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Reacts differently to an unfamiliar sound by gazing or attempting to recreate sound	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Produces lengthy consonant-vowel-consonant-vowel babbles (e.g., a-ga-a-ga a-ga)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Makes animal sounds from their home language	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Changes tone when babbling so that their babbles sound more like the speech sounds of their home language	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Demonstrates understanding that a word is a combination of sounds by creating own words to represent something (e.g., calls their brother “Buba”)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
15–24 months	Speech shows their ability to use a variety of sounds and syllables from their home language	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Imitates sounds of adult speech to quickly learn new words	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Attends to, repeats, and uses a few words from culturally and linguistically familiar rhymes, phrases, or refrains from stories or songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Laughs when adult makes up rhymes containing nonsense words	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
24–36 months	Imitates substitution of the first sound in a word to rhyme (e.g., substitutes the initial sound of the name of friends to play a rhyming game or sing “Willaby Wallaby Woo.”	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Plays with sounds of words in context, and makes silly substitutions	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3-year-olds	Repeats simple familiar rhymes or sings favorite songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Shows enjoyment of rhyme and alliteration (e.g., sings to themselves, “Mee, gee, fee, tee”)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Participates in a read-aloud with a rhyming pattern, filling in the missing rhyming word	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three like hat, log, and cat	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Recognizes phonemic changes in words, such as noticing the change in “Old McDonald had a charm”	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Provides a rhyming word such as “clay!” when given the clue “I’m thinking of something like play dough that we have out at the art area that rhymes with play.”	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Notices and identifies words that start with the same sound	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
5-year-olds	Demonstrates awareness that spoken language is composed of smaller sound segments (e.g., labels a drawing using initial sounds)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Shows word awareness by isolating a single word from a sentence	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	Produces one or more words that rhyme with another word (e.g., “What rhymes with log?”)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Provides a word that fits with a group of words sharing an initial sound (e.g., “Sock, Sara, and Song all start with the /s/ sound. What else starts with the /s/ sound?”)	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Produces the sounds made by many letters	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Uses initial and some final sounds in invented spelling (e.g. writes, “IATK” For “I ate cake”)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Emergent multilingual children show awareness of sounds from home language(s)	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Generates a group of rhyming words from one word	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Segments simple words into their initial, middle, and ending sounds	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Taps out the number of syllables in a multisyllabic word	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Changes the middle sound of a short word to make a new word (e.g., changes dog to dig by substituting the “i” sound for the “o” sound”)	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
	Uses first, last, and some middle sounds in invented spelling (e.g., writes, I WNT TO THE PRK for “I went to the park.”)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Begins to explore and identify blends such as “pl” in play and “br” in brown	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
F. Composing				
15–24 months	Makes decisions about how to manipulate and order objects in the environment (e.g., drops crayons into a paper towel tube)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24–36 months	Uses objects such as stuffed animals or action figures to act out simple stories (e.g., going to bed and waking up)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Organizes visual materials (e.g., play dough, paint, collage); may not intend to represent something or may change what they are representing throughout the process	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Pretends to be a character (e.g., puts on cape and flies like Superman)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3-year-olds	Uses stuffed animals or small figures to recreate events from their lived experience or from media	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Draws to represent an idea or experience; drawing may not be recognizable	Literacy	E. Writing	2.1 Makes representational drawings
	Scribbles, or draws letter-like shapes and says they are writing	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Dictates a short story to be read aloud and acted out (e.g., “Daddy came home and made dinner. Batman ate dinner too.”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Plans dramatic play with peers (e.g., “You be the baby and I’ll be the mommy. And I’ll go to work, ok?”)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Uses visual art materials (e.g., drawings, paintings, sculptures, and collages) to express ideas, knowledge, and feelings	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begins to form letter shapes that resemble the script of their home language	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Attempts to write own name	Literacy	E. Writing	3.2 Prints first name
	Combines drawing and emergent writing (e.g., child draws their friends and labels them with rows of scribbles and shapes that resemble home language or English)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Narrates a storyline that involves multiple characters and actions that occur in a specific setting (e.g., pretend family takes a trip to the beach)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Dictates a story to an adult to transcribe in their home language	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Uses environmental print to communicate (e.g., draws orange circle with an “M” inside to tell about their trip to the Met’s game)	Literacy	E. Writing	2.1 Makes representational drawings
5-year-olds	Collaborates on shared writing (e.g., contributes a sentence to a class letter thanking the custodial staff)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Uses drawing and invented spelling to tell an original story of connected events or related ideas on a topic	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shares expertise about a topic of interest through a verbal presentation, drawing, and/ or writing	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Collaborates with peers to recount an event, each child adding to the story	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Plans and extends dramatic and symbolic play with peers	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Develops characters and settings within dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Composes messages that approximate the features and qualities of scripts in more precise ways (e.g., writes more recognizable letters; writes from left to right in English)	Literacy	E. Writing	2. Writes and draws for a variety of purposes

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Uses drawing and invented spelling to write about an experience, idea, or topic	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Follows some social rules for composition (e.g., begins messages with “Dear” or “To” and concludes with “Love” or “From”)	Literacy	E. Writing	3. Writes words using conventional spelling
	Adds their own ideas to a story their peers are making up	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	References known stories and styles in their own composing (e.g., reads several versions of Jack and the Beanstalk and dictates their own version.)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
G. Creating and interpreting multimedia texts				
0–9 months	Tracks people or objects by moving their head or eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–16 months	Reacts differently to a video of themselves than to a video of another familiar person	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	When talking to a family member on a video chat, crawls behind the laptop to see where the person is	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Tries to climb inside or take objects out of images (e.g., positions foot as if to climb inside a car depicted in a book)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
15–24 months	Identifies themselves and familiar people in photographs	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Notifies and identifies pictures, road signs, and graphics	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
24–36 months	Makes connections between a display of objects or images of personal experiences.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
3-year-olds	Collects and shares objects with others (e.g., on a nature walk collects acorns and leaves to show educators and peers)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Makes connections between documentation boards, drawings, and charts and past events (e.g., the child looks at a documentation board of the class trip to the fire station and says, “We saw the big hose.”)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
4-year-olds	Uses documentation of previous experiences in the learning environment to plan their play (e.g., looks at a photograph of a block building from the day before and tries to recreate the building)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Plans to use multimedia documentation to record and extend their work in the learning environment	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Reflects on accuracy of visual documentation (e.g., looks at a picture of a dinosaur and says, "I think they were even bigger than that.")	Cognitive	E. Scientific Discovery	2.3 Makes observations
6-year-olds	Views a slideshow of documentation from the learning environment and selects an image of an experience for further investigation	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Responds to the visual work of a peer using observations, comments, and questions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Cognitive Development

A. Understanding Stability and Change

0–9 months	When something is dropped and make a sound, looks towards that sound	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks for educator after they step out of the room	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks for or orients toward a pacifier that they have just dropped	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Finds a rattle that is hidden under a blanket when only part of the handle is showing	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
8–16 months	Tests the stability of physical objects, for example, patting,	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve
	Looks for a toy that has been hidden under a blanket	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
15–24 months	Uses a variety of strategies to find missing people or objects, including looking in multiple locations for things that have been missing for some time	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Waits or watches at window for the return of a family member	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Thinks that they may go down the toilet or bathtub drain	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
24–36 months	Is curious about physical objects that appear to be stable but whose properties change, such as ice and sand	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Reacts to puppets and adults in costume as if they were real	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
3-year-olds	Hides own eyes but leaves parts of their body exposed while playing hide-and-seek	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Uses phrases to initiate and identify make-believe play with others (“Let’s pretend...” or “I was just pretending!”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Asks about the permanency of their gender and racial identity (e.g., “Will I always be a boy/girl? Will I always have my skin color?”)	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Offers magical explanations for change (e.g., says that a fairy puts the moon in the sky every night)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses language about death, without necessarily thinking it is a permanent state	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Plays hide-and-seek, fully hiding body, but laughing or otherwise staying in touch with playmates through sound	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Plays with their shadow, trying to step on it or get away from it	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Has difficulty imagining that their adult family members were once children	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Investigates the permanence of death through observation of insects and animals and in dramatic play; will ask questions about where the insect or animal may go	Cognitive	E. Scientific Discovery	2.3 Makes observations
5-year-olds	Begins to understand death as a biological event	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to understand how the body functions to sustain life	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
6-year-olds	May be anxious about death	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Discusses the physical changes that accompany age	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Can imagine their adult family members growing old	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Compares the life cycles of different organisms (e.g., says that people live longer than dogs)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Becomes conscious of time, but is not yet able to tell time on the clock ("Is it three o'clock? My grandma is coming to get me.")	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

B. Representing

8–16 months	Rolls a toy car back and forth on the floor	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses two objects that go together to pretend (e.g., puts a spoon in a bowl and stirs)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses a bottle and pretends it contains a favorite drink (e.g., “leche”)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
15–24 months	Substitutes similar objects in dramatic play (e.g., uses a block as a phone)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Imitates a few steps of adult behavior in dramatic play (e.g., puts doll in bed and says, ‘night-night.’)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
24–36 months	Uses objects flexibly for symbolic play (e.g., a stick becomes a spoon then a wand; a box is a boat then a house)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Animates and interacts with objects (puppets, toys, sticks, or dolls) as characters who speak aloud and have feelings	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Talks to self during dramatic play even when no playmates are around	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Completes a series of actions related to a theme in dramatic play, such as listening to a doll’s heart, then giving the doll a shot and a bandage	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Makes marks on paper and says they represent something (“I drew Mommy.”)	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3-year-olds	Assigns peers, adults, or objects roles as characters in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Plans with other children what they are going to pretend before starting to play (e.g., “Let’s play doggies!”)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses objects to make arrangements and represent a storyline; may repeat the story over and over again (e.g., uses blocks to make a house, then uses a toy fire truck to put out a fire in the house)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Constructs and experiments with longer, complicated storylines in dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Invents storyline and initiates play with a peer (e.g., “Are you coming to my restaurant? Can I take your order?”)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Negotiates roles with peers (e.g., “I’ll be the papa and you are baby bear.” “NOOO. I’m the sister bear. And you are my brother.”)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
5-year-olds	Adds details from a scene to its visual representation (e.g., the landscape or the weather)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Differentiates fantasy from reality	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
6-year-olds	Assigns roles and acts out scenes from the economy (e.g., child dramatizes a farmer’s market and has peers work at different stalls and be customers)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses art to reflect on their experiences (e.g., uses musical instruments to make a song about an experience they had)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Shares stories and symbols from their own families and cultures	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
C. Memory and History				
0–9 months	Can anticipate familiar activities (e.g., kicking legs and cooing when shown bottle, nipple, or spoon before feeding)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turns toward the front door after hearing the doorbell ring	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–16 months	Remembers information about recent event (e.g., continuing to play peek-a-boo after caregiver has stopped playing)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Uses gestures or single words for a family member after morning drop-off (e.g., going to the door and saying, “Mama?”)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitates actions that they have observed in the past (e.g., watching caregiver blow on hot food before eating, then blowing on own food—hot or cold)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Knows where familiar objects are stored (e.g., looks at the shoe bin when educator says, “We’re going for a walk, where are your shoes?”)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Gives another child an object that belongs to them	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Acts out caregiving sequences within dramatic and pretend play (e.g., breastfeeding a doll and then pretending to burp it)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Anticipates, acknowledges, and participates in the steps of caregiving routines (e.g., after eating says, “All Done. Wash Hands”)	Social-Emotional	C. Interactions with Peers	3. Participates in familiar social routines with caregivers
24-36 months	Recreates experiences in dramatic play (e.g., after going to the grocery store, pretends to put food in a cart and check out)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Tells about a significant event they remember from the past, such as a time they jumped in a big puddle	Cognitive	B. Imitation and Memory	3. Relates past events
	Shares information about recent experiences with trusted adults (e.g., telling a family member about the bee at the school playground)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
3-year-olds	Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Although the child’s birthday was a month ago, they may describe looking forward to their birthday, which they tell an educator “is coming soon.”	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses phrases that suggest awareness of the past (e.g., “When I was a baby...”)	Cognitive	B. Imitation and Memory	3. Relates past events
	Identifies changes in themselves over time (“I’m bigger now. I don’t wear diapers anymore.”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Retells a simple story or event in roughly sequential order (“Gabby took my soccer ball. I took it back. That’s why she’s crying.”)	Cognitive	B. Imitation and Memory	3. Relates past events
	In dramatic play, reenacts everyday experiences and events from books, television, or observations	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Reenacts multiple sequential scenes from personal experience, books, and media	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Includes specific details of events when recreating them (e.g., pretending to add turmeric and paprika when cooking in the sand box)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Knows significant events from their family history (e.g., “Abuelito came from the Dominican Republic.”)	Cognitive	B. Imitation and Memory	3. Relates past events
	Describes significant changes in their own lives over time (e.g., “I used to live with my Auntie. Now I live in Mommy’s house in Buffalo.”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Understands that things were different a very long time ago, but is unsure how long ago this was (e.g., “When grandma was little, were dinosaurs alive?”)	Cognitive	E. Scientific Discovery	2.3 Makes observations
5-year-olds	Retells an important life event in sequential order (e.g., draws a picture about something they did during summer vacation)	Cognitive	B. Imitation and Memory	3. Relates past events
	Believes that they can remember much more than they really can	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Describes how memory works (e.g., says, “It’s easier to remember something that happened yesterday than something that happened last month.”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
6-year-olds	Begins to understand that history describes the collective memories of people and events from other times and places	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Asks questions of elders about how life was different in the past	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Shares significant events from their own family history with peers	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
D. Investigating and Exploring				
0–9 months	Child uses senses (sight, smell, touch, hearing, taste) to interact and gain information about people and environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explores objects with hands (grasping object) and mouth (bringing object to mouth)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Expresses a sense of wonder about their surroundings (e.g., looks at an object or person intently)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Brings familiar or new objects they are curious about to a trusted adult	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Laughs at unexpected events, such as when a ball they have rolled up an incline begins to roll back	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
15–24 months	Investigates new phenomena (e.g., when walking past a pile of leaves, stops and feels them with their hands)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Is curious about items that appear in nature, such as worms, moss, and puddles	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Repeats experiences	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Points to objects and signals to ask what they are	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24–36 months	Makes guesses about what might happen next based on previous experiences (e.g., pushes doorbell and waits for someone to come to the door)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Asks simple questions about the natural world (e.g., asks “Where did the rainbow go?” or “Why is it wet outside?”)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3-year-olds	Experiments with mixing different materials together (e.g., sand and water)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Asks many “why” questions (e.g., “Why do we have to put our jackets on?”)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Makes simple predictions (e.g., says they think the water in the sprinklers will be cold today)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Observes and wonders (e.g., watches a turtle and asks, “Why is it hiding inside? When is it coming out?”)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Applies their knowledge to understand observations (e.g., watches a snail and asks, “Which part are the eyes?”)	Cognitive	E. Scientific Discovery	2.3 Makes observations

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Uses feelings and imagination to understand the results of a science experiment (e.g., “Maybe the caterpillar just felt like becoming a butterfly.”)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Uses sources other than the adult to gather information, such as books and peers	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Brainstorms solutions based on background knowledge (e.g., “Be quiet so the birds will come!”)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Asks a series of questions about their observations (e.g., when observing a worm on the sidewalk the child asks, “Where did it come from? Why doesn’t it have eyes? How will it find its way home to its family?”)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Asks “why?” but then rejects answers not to their liking	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
5-year-olds	Asks “how” things were made (e.g., “How does a pigeon build a nest?”)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Generates ideas about how to find the answers to their questions (e.g., when wanting to learn more about trucks, the child decides to ask a family member who drives a truck)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Lists materials needed for an experiment	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Records information from an experience (e.g., drawing, writing, storytelling, photographing)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6-year-olds	Uses non-fiction books to find answers to questions	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Develops hypotheses (e.g., If a hermit crab prefers a particular shell, the child says, “I think it’s because he has more room to grow in there.”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describes a strategy for finding out if their hypothesis is true	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Uses prior knowledge to make generalizations about what might happen (e.g., The child says, “Fruits grow on trees, so I think if I plant this orange seed, a tree will grow.”)	Cognitive	E. Scientific Discovery	4. Transfers knowledge

E. Understanding Cause and Effect

0–9 months	After dropping an item, looks for or turns body toward item	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Acts on an object to make a pleasing sight, sound, or effect (e.g., shakes rattle to make sound)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Moves body in a rocking motion in order to get the educator to keep rocking them	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
8–16 months	Watches for reactions from other people when an event has occurred, such as an adult answering the phone when it rings	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeats actions many times to cause an effect, such as dropping an object for a caregiver to pick up	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Puts objects into a container, turns it over, watches the objects fall out, and then fills it up again	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Approaches objects with an intent to cause a certain effect (e.g., pats a drum, twists a knob, turns on a light switch)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
15–24 months	Examines toy if it is not producing the desired effect, or tries new ways to manipulate toy	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Knows that playing with certain forbidden objects will get adult's attention	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	When radio is turned on, says, "Dance, Mama."	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Builds a tower of big cardboard blocks and then knocks it down to watch it fall	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24–36 months	Says, "She needs her blanket," when a peer becomes upset	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Says "shhh" and tiptoes when a child is still sleeping	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	When a child has a Band-Aid, other child points at it and asks what happened	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Asks “why” questions to show effort at understanding causation	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Explains the effects that simple actions have on objects. (“It will be dark when you turn out the light.”)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Sees themselves at the center of causation (“I have my own moon. I bring it with me wherever I go.”)	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Offers magical explanations of causes (“The frost fairy came in the night and turned the grass white.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Assigns human characteristics to inanimate objects (“The leaves fell off the tree because the wind told them to.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4-year-olds	Uses clues and background knowledge to find causes (“She’s wearing a coat so it must be cold outside.”)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Identifies objects or conditions that affect other objects (“The food coloring makes the water blue” or “The cold turned the water to ice.”)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Makes predictions, sometimes using unrelated information (“I think the gold car will win. Gold is for winners.”)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Uses the word “because” to show relationship between past and future events	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Distinguishes between some magical and scientific causes, but still believes in magical causes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
5-year-olds	Predicts an outcome based on previous effects they have observed (“If we leave the seeds on the top of the dirt, the birds will come eat them.”)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Seeks but does not readily accept scientific causes for things	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
6-year-olds	Believes their own theory about the cause of an event, regardless of the evidence	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Discusses how rules impact people and the environment (e.g., recycling)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Reflects on how some actions can help others feel better (e.g., cheering up a sad friend by sharing their snack)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

F. Engineering: Problem-solving with Materials

0–9 months	Reaches for an object that has rolled far away	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Uses a trusted caregiver as a tool to solve a physical problem (e.g., child watches the educator wind up a music box and, when the music stops, touches their hand to get them to make it start again)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Shakes and bangs materials to make a sound happen repeatedly	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8–16 months	Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Crawls around a chair to get an object that has rolled behind it	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Keeps turning a container around to find the side with the lid or opening	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Attempts to unscrew lids to get objects out of them	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Undoes materials such as fasteners on shoes or tape on surfaces	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
15–24 months	Uses adult as a resource to solve problems with materials (e.g., child hands a toy car to an educator after it stops moving, and the child cannot figure out how to make it move again)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Uses trial and error to solve problems with materials (e.g., tries different orientations of a three-piece knob puzzle before fitting the pieces in place)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Imitates a problem-solving method they have previously observed an adult use (e.g., going to the door and turning the knob to try to open it)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Uses an object to reach another object (e.g., uses the handle of a broom to get an object stuck under the couch)	Cognitive	D. Reasoning	1. Uses object to obtain another object

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24–36 months	Intentionally selects objects to use as tools in play (e.g., chooses a thick stick over a thin one to use as a “spoon” to stir mud in make-believe soup)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Puts a circular piece into a puzzle without having to try the other areas	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Verbally and physically asks for help from an adult or peer by saying “Help,” grabbing their hand, and leading them over to the problem	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
3-year-olds	Adjusts plans based on prior experience (e.g., when rolling cars down a ramp, tries a smaller car when bigger ones keep falling off)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Imitates accepted solutions to problems with materials (e.g., moves hands on laces as if to tie shoes, although they are unable to successfully do so)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
4-year-olds	Uses blocks or boxes to build bridges	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	When using materials, compares results to initial predictions and tries again (e.g., after discovering that the slime breaks if stretched quickly, stretches it more slowly)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
5-year-olds	Uses blocks to build stairs	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Sticks with a problem-solving strategy that has been successful before, without considering other alternatives	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Plans how to make a functional object from materials (e.g., a spinning top from Lego pieces)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Replicates engineering solutions from life in play (e.g., creating a door with a latch for a cardboard house)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
6-year-olds	Investigates the motion and movement of objects when solving problems with materials (e.g., notices and compares how different balls bounce higher than others)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Identifies and describes tools made for different purposes	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses sophisticated strategies to make their block buildings more stable	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

G. Math

1. Comparing and Categorizing

0–9 months	Distinguishes between objects they suck and those they do not	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Smiles when they see or hear familiar caregiver	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Gazes at unfamiliar object or person for longer period of time	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows preferences for particular activities, such as being carried rather than pushed in the stroller	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explores how various toys feel and touches different objects in different ways	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–16 months	Shows preference for particular items such as toys, cups, or clothing	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Knows trash can is something you place items in, but may put objects other than trash in it	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Selects a duck when educator asks, “Where’s the duck?”	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	When unfamiliar adult enters the room, may cry or move toward familiar person	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to understand the similarities and differences in speech sounds and distinguishes and imitates patterns of speech	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Chooses to play with the red car even though there is a blue one just like it	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Knows some objects that go together (e.g., puts the doll in a toy stroller)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
15–24 months	Helps clean up environment by putting materials in their places; puts books in basket, for example, or blanket in cubby	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Arranges objects in lines (e.g., makes a row of blocks)	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Points to a duck in a book when the educator asks, “Which one says, ‘quack?’”	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Identifies two identical toys by putting them together (or in response to the question, “Can you find one like this?”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Calls all the four-legged animals on a farm “cows,” although some are sheep and some are horses	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Connects objects and ideas, such as using a broom for sweeping or a shovel or cup to scoop sand or water	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
24–36 months	Collects a single type of object (e.g., picks up pinecones on a walk in the park)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Calls a big animal “Papi” (“Daddy”) and a small animal “Bebe” (“Baby”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to sort similar items into categories such as color or shape (e.g., retrieves blue ball when asked, “Could you please get the blue one?”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identifies small, medium, and big objects when arranged in a series	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Uses one-to-one correspondence with objects (e.g., puts one straw in each cup.) objects (e.g., puts one straw in each cup)	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
3-year-olds	Shows understanding of the words “same” and “different”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Remarks on physical differences that they notice among members of the community	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognizes and labels aspects of an experience (tall, long, fun)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identifies categories of objects, for example, knows that dogs, cats, and cows are all animals	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-year-olds	Sorts by a given attribute, forming categories	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Uses comparative words (e.g., faster, slower, louder)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identifies the measurable attributes of objects such as length or weight and describes them using the appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Lines up objects in order to determine which is longer	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Fills large containers with cups of water and counts how many cups fit in each container	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
5-year-olds	Sorts by a single attribute and reclassifies according to another attribute (e.g., sorts writing implements by type and then re-sorts them by color)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Arranges 5–10 objects shortest to longest, biggest to smallest, or heaviest to lightest	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Compares number of objects by counting, even when one of the objects is bigger, up to 10	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
6-year-olds	Compares several aspects of something (e.g., compares animals, identifying similarities and differences between the ways they move, eat, and defend themselves)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Notifies and compares changes over time. (e.g., compares the length of the day at different times of the year, saying, “It used to be dark when I was picked up.”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses a repeating unit to measure length (e.g., uses a line of small blocks to measure a book)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identifies similarities and differences among the lives of people in different families and communities	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

G. Math

2. Number Sense and Quantity

0–9 months	Holds one object in each hand and then drops one when someone holds out a third object	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Explores one toy at a time by holding and mouthing it	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–16 months	Tries to hold onto two large balls while reaching for third ball	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Fills a bucket with objects and dumps it out	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Holds a block in each hand and bangs them together	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Shakes head “no” when asked if they want more food	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Puts multiple blocks in each cup of a muffin tin	Fine Motor	B. Functional Skill Use	3.1 Releases object into targeted space
15–24 months	Puts three animals in a row when playing	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Understands and communicates the concepts of “more” and “all done” through words or gestures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identifies which group has “more” with collections in which one has much more than the other	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Names groups of one or two (e.g., when shown a pair of shoes, says “two shoes.”)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
24–36 months	Starts counting with “one”	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Says all the number words they know when counting objects, even when the quantity of objects is small	Math	A. Counting	2.2 Recites numbers 1–10
	Reuses the number words they know if the quantity of objects is greater than the number words they know	Math	A. Counting	2.2 Recites numbers 1–10
	Uses “a little” and “a lot” to describe quantity	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	When told, “Give me one,” hands educator just one object	Math	A. Counting	1. Counts out 3 items
	When educator says, “Just take two,” takes only two slices of apple from the bowl	Math	A. Counting	1. Counts out 3 items
	Demonstrates one-to-one correspondence with objects (e.g., puts one block in each muffin tin)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Recognizes and names some numerals when pointing to them	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Recognizes that numerals can be written and pretends or attempts to write some	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	verbally counts to 10 with some correspondence, but skips some objects and counts others twice	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Produces sets of three (e.g., “Bring me three paint brushes from the art center”)	Math	A. Counting	1. Counts out 3 items
	When asked for five of something, counts out three and says, “One, two, five.”	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Changes word order or gives up on one-to-one correspondence to make the answer the one they had predicted or their favorite number (e.g., “one, two, three, four, 100!”)	Math	A. Counting	3.2 Recites numbers 1–20
	Matches small sets (one to four) of different items and shows they are the same quantity	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
4-year-olds	Attempts to count to 20 by ones	Math	A. Counting	3.2 Recites numbers 1–20
	Recognizes the number of objects in groups of four without counting	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Accurately counts five to 10 objects in a line and answers the “how many” question with the last number counted	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Can match a number of objects with a written numeral 0 to 5 (0 representing a count of no objects)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	When asked for five of something, counts out five objects	Math	A. Counting	2. Counts out 10 items
	Compares groups of one to six objects by matching (e.g., gives each child a bagel and says that there are the same number of bagels as children)	Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching
	Counts the number of objects in a group so they can compare and say which has more, up to five objects; however, if the objects in one group are larger, may say that group has more (e.g., says three large trucks are more than five small cars)	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Quickly names the number of objects in groups of five without counting	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Tells what number comes after any number between one and 20	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Explains that numbers tell “how many” of something	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Recognizes and writes numerals 1 through 10	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Divides up to 20 objects between four or five people by dealing out an object to each person	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Uses the words “first,” “second,” “third,” up to and including “tenth” (e.g., says, “I came in fourth” when describing a race with classmates)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Counts on their fingers	Math	A. Counting	3.2 Recites numbers 1–20
	Keeps track of objects that have and have not been counted (e.g., slides objects they have already counted to the side)	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
6-year-olds	Counts backward from 10 by taking away objects	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Understands that 10 is always 10, whether it is made by adding 6+4 or 7+3	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Starts counting with numbers other than one (e.g., asked to count from four to seven, counts four, five, six, seven)	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	Answers questions about quantity such as, “How many more?” “How many fewer?” by counting up or down (e.g., when asked how many is three more than six? The child responds, “Six, seven [puts up a finger], eight [puts up another finger], nine [puts up a third finger]”)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Understands place value; understands value of a digit according to the place of the digit within a number	Math	A. Counting	4. Skip counts by tens to 100
	Makes whole objects from parts when counting (Given three whole plastic eggs and four plastic egg halves, knows they have five whole eggs)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

G. Math
3. Patterning

0–9 months	Associates objects and actions with their daily rhythm (e.g., reaches for favorite blanket when tired)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to show understanding of what comes next (e.g., burping after bottle, holding legs up for diapering)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–16 months	Hands object back and forth to educator	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Demonstrates understanding of what comes next in their daily routines (e.g., goes to get shoes after breakfast because the group always goes outside at this time)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
15–24 months	Anticipates and follows familiar sequences of events (e.g., washes hands, sits at the lunch table)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
24–36 months	Calls a striped shirt with no repeating unit a “pattern”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Copies simple repeating patterns. (e.g., if the educator squats then stands repeatedly, the child continues this motion)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
3-year-olds	Recognizes patterns in their environment (e.g., looks at a striped scarf and says, “It’s a pattern.”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Plays with patterns in language. (e.g., sings, “La di dee, la dee da, la dee di.”)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4-year-olds	Describes simple AB patterns (e.g., when the teacher claps then stomps, child names whether to clap or stomp next)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Extends visual patterns; continues building a line of blocks that an older child has begun (e.g., triangle, triangle, square, triangle, triangle, square)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Identifies repeating patterns in numbers (“10, 20, and 30 all end in 0.”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NY Guidelines		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5-year-olds	Creates and identifies simple repeating patterns (e.g., draws a pattern of hearts and stars around the edge of their picture)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Creates and extends simple growing patterns (e.g., stacks one, then two, then three blocks to make a staircase)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Explains growing patterns such as the pattern of “plus one” in addition (“If I add one, I get the next number.”)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Describes a “jump, jump, clap” movement as two of something then one of something	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Pays attention to the linguistic patterns in the names of numbers, “Four, forty, and four hundred all sound like four!”	Math	A. Counting	4.2 Recites numbers 1–30
		Math	A. Counting	4.1 Recites numbers 31–100
6-year-olds	Identifies the smallest unit of a pattern	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Skip counts by tens, fives, and twos	Math	A. Counting	4. Skip counts by tens to 100
	Explains the rule for a number pattern. For example, 5, 10, 15, 20 is the “plus five” number pattern	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Looks for and explains patterns in a number chart	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Understands the commutative principle of addition ($2+3 = 5$, $3+2 = 5$)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
G. Math 4. Spatial Sense and Geometry				
0–9 months	Looks at own hands and feet as they move through space	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watches a ball rolling away after accidentally knocking it	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Observes a ball bounce up and down	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses vision and hearing to track the path of someone walking by	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8–16 months	Attempts to roll body over	Gross Motor	A. Body Control and Weight Transfer	3 (All)
	Puts smaller object inside larger one, such as placing small toy in a bucket	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Uses trial and error to play with objects that can fit inside openings (e.g., tries to put different sized balls into the top of a large jug)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Repeatedly puts things in and takes them out (e.g., sticks a peg in a hole and pulls it out again)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Takes rings off a stacking ring and then puts one or two back on	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Stacks blocks on each other, but may put bigger block on smaller one or try to balance a square on a triangle	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Gets in and out of things (e.g., climbs into a large laundry basket and then climbs back out)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
15–24 months	Rolls ball back and forth with educator	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Puts together a knob puzzle with two or three separate pieces	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Uses trial and error to place a group of nesting objects, such as boxes of different sizes, inside one another	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Makes a line of blocks next to one another	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Turns a book right side up after looking at the pictures and realizing it is upside down	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
24–36 months	Matches shapes with similar sizes and orientations	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Completes three or four piece puzzles	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Stacks rings on a post with the biggest on the bottom and the smallest on the top	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Understands words related to position. (e.g., “Please put the basket on the table” or “Please get under the covers.”)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Understands the words “longer,” “shorter,” “big,” and “little”	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Places blocks on one another to make a stack, lining up the edges	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-year-olds	Uses words to indicate direction and position, but not always accurately	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Builds vertical and horizontal components within a block building	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Identifies and names circles and squares	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Calls two shapes the same, if they have similar parts but are not identical (e.g., when both shapes have pointy parts)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Plays with combining shapes and pulling them apart	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4-year-olds	Uses blocks to build in multiple directions, with multiple points of contact between components	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Builds arches, enclosures, corners, and crosses	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Follows a model to create simple shapes out of lines (e.g., organizes sticks to make a triangle or rectangle)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Slides and turns pieces to make them fit in a simple puzzle	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Calls a shape a rectangle because it “looks like a door,” rather than naming sides and angles	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Calls a variety of open or closed pointy shapes “triangles”	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Experiments with combining shapes to make a new shape (e.g., in the block area, accidentally puts two triangles together to make a square, and then repeats this action intentionally)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
5-year-olds	Correctly uses position words such as “beside,” “under,” and “inside” to describe objects	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Slides, flips and turns pieces to make them fit in a puzzle, but does not always move them in the right direction at first	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Recognizes that there are other shapes that are not common (e.g., rhombus and hexagon)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Spontaneously creates symmetrical buildings in the block area	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Builds complex bridges with multiple arches, ramps, and stairs at the ends	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Intentionally puts pattern block shapes together to make another shape for a picture	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

	NY Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6-year-olds	Uses maps with picture clues to determine paths and find objects	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Discriminates and names most common shapes, including rhombuses, without making mistakes such as calling ovals circles	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Moves one shape on top of another to check if it fits exactly	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Divides circles and rectangles into halves or fourths to develop understanding of part/whole	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Uses blocks to make complex towers or other structures involving multiple levels with ceilings	Cognitive	D. Reasoning	3. Solves problems using multiple strategies