



## ALIGNMENT

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

**WITH**  
**North Carolina Foundations for Early Learning  
and Development**

## **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with North Carolina Foundations for Early Learning and Development**

This document aligns the content from the *North Carolina Foundations for Early Learning and Development* [2013] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

North Carolina Foundations Task Force. (2013). *North Carolina Foundations for Early Learning and Development*. Retrieved from: [https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC\\_Foundations.pdf?ver=2017-05-16-105950-953](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953)

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## Approaches to Play and Learning (APL)

### Curiosity, Information-Seeking, and Eagerness

#### Goal APL-1: Children show curiosity and express interest in the world around them.

Infants	Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). APL-1a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show interest in themselves (watch own hands, play with own feet). APL-1b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers	Imitate what others are doing. APL-1d	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Older Toddlers	Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Discover things that interest and amaze them and seek to share them with others. APL-1g	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Show pleasure in new skills and in what they have done. APL-1h	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Younger Preschoolers	Watch what others are doing and often try to participate. APL-1i	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Discover things that interest and amaze them and seek to share them with others. APL-1j	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Show interest in a growing range of topics, ideas, and tasks. APL-1l	Cognitive	D. Independent and Group Participation	3.3 Entertains self by playing with toys

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Discover things that interest and amaze them and seek to share them with others. APL-1m	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show interest in a growing range of topics, ideas, and tasks. APL-1o	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). APL-1p	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
<b>Goal APL-2: Children actively seek to understand the world around them.</b>				
Infants	Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. APL-2a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
Younger Toddlers	Initiate activities that interest them and try to get others involved. APL-2c	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Move toward people and things that are new and/or interesting. APL-2e	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
Older Toddlers	Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Communicate what they want to do or know using gestures, facial expressions, or words (ask “What dat?”). APL-2h	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers	Ask questions about the people and things around them. APL-2i	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Play and Imagination				
Goal APL-3: Children engage in increasingly complex play.				
Infants	Show interest in other children playing (watch, turn toward). APL-3a	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Play with simple objects, using them to make sounds and other interesting results. APL-3c	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). APL-3d	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers	Play alongside other children, sometimes imitating their actions. APL-3e	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Take turns in simple games (pat-a-cake, peek-a-boo). APL-3g	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Offer toys and objects to others. APL-3h	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Try to involve other children in play. APL-3i	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Play with others with a common purpose (play a chase game). APL-3k	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). APL-3l	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Younger Preschoolers	Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Talk to peers and share materials during play. APL-3n	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in make-believe play with imaginary objects. APL-3o	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Use language to begin and carry on play with others. APL-3p	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Preschoolers	Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Use more complex and varied language to share ideas and influence others during play. APL-3s	Social-Communication	D. Social Use of Language	All
	Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

**Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.**

Infants	Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). APL-4b	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	React to unexpected events with laughter and interest. APL-4c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddlers	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Pretend to be somebody or something other than themselves. APL-4f	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Younger Preschoolers	Offer new ideas about how to do or make things. APL-4h	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Add new actions, props, or dress-up items to pretend play. APL-4i	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Experiment with language, musical sounds, and movement. APL-4k	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Make up stories, songs, or dances for fun during play. APL-4o	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Risk-Taking, Problem-Solving, and Flexibility				
Goal APL-5: Children are willing to try new and challenging experiences.				
Infants	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Look to adult for cues and when reassured, proceed. APL- 5c	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
Younger Toddlers	Try unfamiliar experiences and interact with new people, with a familiar adult nearby. APL-5d	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Move away from a familiar adult to explore, but check in frequently. APL-5e	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show interest in toys that offer a challenge and try to work them. APL-5f	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddlers	Explore freely without a familiar adult nearby. APL-5g	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it."). APL-5i	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Want to do things their own way (say "Me do it!", push an adult's hand away if the person is trying to help). APL-5j	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Express a belief that they can do things that are hard. APL-5k	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Choose to participate in an increasing variety of familiar and new experiences. APL-5l	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Accept new challenges when offered. APL-5m	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Try things they are not sure they can do, while avoiding dangerous risks. APL-5n	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Older Preschoolers	Express a belief that they can do things that are hard. APL-5o	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Approach new experiences independently. APL-5p	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Ask to participate in new experiences that they have observed or heard about. APL-5q	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Independently seek new challenges. APL-5r	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Goal APL-6: Children use a variety of strategies to solve problems.</b>				
Infants	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use trial and error to get something done, get what they want, or solve simple problems. APL-6c	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Younger Toddlers	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box). APL-6d	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). APL-6g	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Try a variety of strategies to get what they want or solve a problem. APL-6h	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use language to obtain help to solve a problem (tell adults, "My car broke."). APL-6i	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Cognitive	D. Reasoning	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). APL-6j	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Younger Preschoolers	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6k	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Purposefully use a variety of strategies to solve different types of problems. APL-6l	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Talk to themselves to work through the steps to solve a problem. APL-6m	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Older Preschoolers	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Describe the steps they will use to solve a problem. APL-6o	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Explain how they solved a problem to another person. APL-6q	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

# Attentiveness, Effort, and Persistence

## Goal APL-7: Children demonstrate initiative.

Infants	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). APL-7a	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand). APL-7b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Toddlers	Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Older Toddlers	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show and/or tell others what they have done. APL-7g	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Younger Preschoolers	Show increasing independence and purpose when making choices ("I want to go to blocks."). APL-7h	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Express goals or plans and follow through on them ("I'm going to draw my house."). APL-7i	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers	Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7j	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7l	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal APL-8: Children maintain attentiveness and focus.</b>				
Infants	Focus and attend to people and things around them. APL-8a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeat interesting actions over and over (push button to make toy pop up). APL-8b	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Notice when the expected does not happen. APL-8c	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Younger Toddlers	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Toddlers	Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Keep working on interesting activities with other things going on around them. APL-8g	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Younger Preschoolers	Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Remain engaged in more complex activities that they have chosen. APL-8i	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintain focus and return to an activity after a break. APL-8j	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers	Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Consistently remain engaged in self-directed activities. APL-8l	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal APL-9: Children persist at challenging activities.</b>				
Infants	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Toddlers	Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers	Seek help from others to complete a challenging activity. APL-9c	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Preschoolers	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Keep working to complete tasks, including those that are somewhat difficult. APL-9g	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## Emotional and Social Development (ESD)

### Developing a Sense of Self

#### Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

Infants	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to their name with sounds or movement. ESD-1c	Social-Communication	B. Communicative Understanding	2.1 Recognize own and familiar names
	Express likes and dislikes (smile, cry, and protest). ESD-1d	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Toddlers	Show awareness of specific body parts. ESD-1e	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Express choices with gestures, signs, or words (select a toy they want). ESD-1g	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers	Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!"). ESD-1h	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Make choices and have favorite clothes, toys, and activities. ESD-1j	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Preschoolers	Describe self (characteristics that can be seen, things they can do, things they like, possessions). ESD-1k	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). ESD-1l	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Use own first and last name. ESD-1m	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Choose activities they like and name their favorite activities. ESD-1n	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</b>				
Infants	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Show pleasure at things they have done (wiggle, coo, laugh). ESD-2b	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Explore the environment with support from a familiar, trusted adult. ESD-2c	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers	Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Bring others things they like or show them things they have done. ESD-2f	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Older Toddlers	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). ESD-2i	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). ESD-2j	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal



	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express the belief that they can do many things. ESD-2l	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Try new activities and attempt new challenges. ESD-2m	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Preschoolers	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express the belief that they can do many things. ESD-2o	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Stick with tasks even when they are challenging. ESD-2p	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). ESD-2q	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

### Developing a Sense of Self With Others

#### Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

Infants	Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Recognize and reach out to familiar people. ESD-3b	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Seek to be near their caregivers; stop crying when they come near. ESD-3c	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Make eye contact with others. ESD-3e	Social Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big"). ESD-3f	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Offer toys and objects to familiar adults. ESD-3h	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Older Toddlers	Form close relationships with their primary caregivers and other familiar adults. ESD-3i	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3j	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Are less likely to get upset when primary caregiver is with them. ESD-3k	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3l	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Younger Preschoolers	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). ESD-3m	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show affection for adults they are close to. ESD-3n	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Given time, form positive relationships with new teachers or caregivers. ESD-3o	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Show ease and comfort in their interactions with familiar adults. ESD-3p	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Preschoolers	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval). ESD-3q	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Form positive relationships with new teachers or caregivers over time. ESD-3r	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal ESD-4: Children form relationships and interact positively with other children.</b>				
Infants	Notice other infants and children (look at them, turn in other's direction, reach for them, touch them). ESD-4a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers	Show pleasure at the arrival of familiar peers. ESD-4b	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Enjoy playing alongside other children. ESD-4c	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate actions of older siblings and playmates. ESD-4d	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Offer toys and objects to other children. ESD-4e	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Older Toddlers	Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). ESD-4f	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Remember and use names of familiar playmates. ESD-4g	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Participate in play with other children. ESD-4i	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Younger Preschoolers	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4k	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Form and maintain friendships with a few other children. ESD-4l	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Identify another child as a friend. ESD-4m	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Approach other children easily, expecting positive interactions. ESD-4n	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Show ease and comfort in their interactions with familiar children. ESD-4o	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing). ESD-4p	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Seek and give support with children they identify as friends. ESD-4r	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
<b>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow simple directions some of the time. ESD-5b	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5c	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. ESD-5d	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside). ESD-5f	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. ESD-5i	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Accept “no” without getting overly upset. ESD-5j	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Often make requests clearly and effectively. ESD-5l	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show awareness that their actions affect others (move carefully around classmate’s block structure). ESD-5m	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Work to resolve conflicts effectively, with guidance and support. ESD-5o	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures. ESD-5p	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Follow social rules, transitions, and routines that have been explained to them. ESD-5q	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Make requests clearly and effectively most of the time. ESD-5r	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Balance their own needs with those of others in the group. ESD-5s	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Express respect and caring for all people, including people with disabilities and those from different cultures. ESD-5v	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Learning About Feelings				
Goal ESD-6: Children identify, manage, and express their feelings.				
Infants	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Toddlers	Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). ESD-6e	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Separate from parent or main caregiver without being overcome by stress. ESD-6f	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicate to make needs known. ESD-6i	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Display emotional outbursts less often. ESD-6k	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Use a variety of words or signs to express and manage feelings more clearly. ESD-6m	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”). ESD-6n	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Older Preschoolers	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Independently manage and express feelings effectively most of the time. ESD-6p	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Vocalizes to another person expressing negative affective state
	Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use problem-solving strategies when feeling angry or frustrated. Teachers and caregivers ESD-6s	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</b>				
Infants	Become upset when another infant is crying. ESD-7a	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Respond differently to positive vs. negative emotional expressions of others. ESD-7b	Social-Emotional	C. Interactions with Peers	1.1 Identifies/labels emotions in others
Younger Toddlers	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). ESD-7d	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Match their tone and emotions to that of others during interactions. ESD-7e	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Older Toddlers	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Recognize facial expressions or actions associated with different emotions. ESD-7i	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Younger Preschoolers	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

	<b>NC Indicator</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Older Preschoolers	Communicate understanding and empathy for others' feelings. ESD-7n	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (complement each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings



## Health and Physical Development (HPD)

### Physical Health and Growth

#### Goal HPD-1: Children develop healthy eating habits.

Infants	Show interest in feeding routines. HPD-1a	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	Help with feeding themselves (eat finger foods, hold bottle. HPD-1b	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show food preferences. HPD-1d	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Younger Toddlers	Try new foods. HPD-1g	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with some assistance (may use hands, utensils or cups). HPD-1h	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Ask for or accept food when hungry. HPD-1i	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Eat a variety of small pieces of age-appropriate table foods. HPD-1k	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Try new foods. HPD-1l	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves using utensils and hands. HPD-1m	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
Younger Preschoolers	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Try new foods. HPD-1p	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with utensils independently. HPD-1q	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschoolers	Try new foods. HPD-1s	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with utensils independently. HPD-1t	Adaptive		3. Eats with eating utensils
	Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Name foods and beverages that help to build healthy bodies. HPD-1w	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
<b>Goal HPD-2: Children engage in active physical play indoors and outdoors.</b>				
Infants	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Move their bodies to explore the indoor and outdoor environment. HPD-2b	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Develop strength and stamina by continuing movements over short periods of time. HPD-2c	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2e	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
	Older Toddlers	Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2h	Gross Motor	B. Movement and Coordination
Gross Motor			B. Movement and Coordination	5.1 Runs
Gross Motor			B. Movement and Coordination	6. Jumps forward
Gross Motor			B. Movement and Coordination	7. Skips
Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i		Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
With guidance and support, transition from active to quiet activities. HPD-2j		Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2k	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
	Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Transition from active to quiet activities with limited guidance and support. HPD-2n	Gross Motor	D. Independent and Group Participation	3.1 Responds to request to finish activity
Older Preschoolers	Develop strength and stamina by spending extended periods of time playing vigorously. HPD-2o	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
	Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	Gross Motor	D. Independent and Group Participation	3. Initiates and completes independent activities
	Transition independently from active to quiet activities most of the time. HPD-2r	Gross Motor	D. Independent and Group Participation	3.1 Responds to request to finish activity
Goal HPD-3: Children develop healthy sleeping habits.				
Infants	Sleep for longer periods at a time (more at night, and less during the day). HPD-3a	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Develop a personal sleep routine or pattern. HPD-3c	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3e	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers	Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3f	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Fall asleep on their own. HPD-3h	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Younger Preschoolers	Recognize and communicate signs of being tired. HPD-3i	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	With increasing independence, start and participate in sleep routines. HPD-3j	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Preschoolers	Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Independently start and participate in sleep routines most of the time. HPD-3l	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

## Motor Development

### Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

Infants	Gain control of arm and leg movements. HPD-4a	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Maintain upright posture when sitting and standing. HPD-4b	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
		Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c	Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
Older Toddlers	Move their arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	C. Active Play	3. Rides and steers bicycle
		Gross Motor	C. Active Play	1.3 Catches ball
	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j	Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	3. Rides and steers bicycle
		Gross Motor	C. Active Play	3. Rides and steers bicycle
	Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m	Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). HPD-4n	Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	3. Rides and steers bicycle
	Move their bodies in space with good coordination (running, hopping in place, galloping). HPD-4o	Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
Older Preschoolers	Coordinate movement of upper and lower body. HPD-4p	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
<b>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</b>				
Infants	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Transfer objects from one hand to the other. HPD-5b	Fine Motor	A. Reach, Grasp, and Release	3.5 Transfers object from hand to hand
	Use a pincer grasp to pick up an object with finger and thumb. HPD-5c	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
Younger Toddlers	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). HPD-5f	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Younger Preschoolers	Draw simple shapes and figures (square for block, circles). HPD-5j	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5k	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). HPD-5l	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Older Preschoolers	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Self-Care				
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.				
Infants	Use different sounds to let caregivers know they need attention. HPD-6a	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Toddlers	Use gestures, words, or sign language to communicate what they need. HPD-6c	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers	Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Older Preschoolers	Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Consistently use strategies to calm themselves when needed. HPD-6j	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Goal HPD-7: Children develop independence in caring for themselves and their environment.</b>				
Infants	Tolerate care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Toddlers	Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing). HPD-7c	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Drink from a cup and feed themselves with their fingers or a spoon. HPD-7d	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container

NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e	Social-Emotional	3. Participates in familiar social routines with caregivers
	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f	Social-Emotional	3.1 Initiates next step of familiar social routine
	Feed themselves with a spoon. HPD-7g	Adaptive	3. Eats with eating utensils
	Help with meal and snack routines. HPD-7h	Social-Emotional	3.1 Initiates next step of familiar social routine
	Take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i	Social-Emotional	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	2.1 Interacts appropriately with materials during large-group activities
Younger Preschoolers	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j	Social-Emotional	3. Participates in familiar social routines with caregivers
	Dress and undress themselves with occasional assistance. HPD-7k	Adaptive	1. Undresses self by removing all clothing
		Adaptive	2. Selects appropriate clothing and dresses self
	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l	Adaptive	1. Carries out all toileting functions
		Adaptive	2. Bathes and dries self
		Adaptive	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Serve food for themselves. HPD-7m	Adaptive	3.1 Brings food to mouth with eating utensil
	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7n	Social-Emotional	3. Participates in familiar social routines with caregivers
	Name people who help children stay healthy. HPD-7o	Cognitive	3.1 Classifies according to function

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Dress and undress themselves independently. HPD-7q	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Eat with a fork. HPD-7s	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Safety Awareness				
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.				
Infants	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a	Social-Emotional	A. Interactions with Adults	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Notice and imitate adults' reactions to new people and situations. HPD-8b	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Younger Toddlers	Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Show some caution about unfamiliar and/or unsafe situations. HPD-8d	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	With guidance, recognize and avoid situations that might cause harm. HPD-8h	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Usually recognize and avoid objects and situations that might cause harm. HPD-8j	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Usually follow basic safety rules. HPD-8k	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Avoid potentially dangerous behaviors. HPD-8m	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Independently follow basic safety rules. HPD-8o	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

## Language Development and Communication (LDC)

## Learning to Communicate

## Goal LDC-1: Children understand communications from others.

Infants	Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone). LDC-1a	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Show interest in voices, and focus on speech directed at them. LDC-1b	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Respond to different tones in speech directed at them. LDC-1c	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers	Respond to others by using words or signs. LDC-1e	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”). LDC-1g	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Older Toddlers	Respond when others talk to them, using a larger variety of words or signs. LDC-1h	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Younger Preschoolers	Show understanding of increasingly complex sentences. LDC-1k	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	With prompting and support, respond to requests for information or action. LDC-1l	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Follow simple multistep directions with visual cues if needed. LDC-1m	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Older Preschoolers	Show understanding of increasingly complex sentences. LDC-1n	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Respond to requests for information or action. LDC-1o	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Follow more detailed multistep directions. LDC-1p	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

**Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.**

Infants	Respond differently to facial expressions and tones of voice. LDC-2a	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Pay brief attention to the same object the caregiver is looking at. LDC-2b	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers	Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Respond to and initiate dialogue with another person. LDC-2e	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Use movement or behavior to initiate interaction with another person. LDC-2f	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Older Toddlers	Engage in short dialogues of a few turns. LDC-2g	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask questions or use verbal or nonverbal cues to initiate communication with another. LDC-2h	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Younger Preschoolers	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication). LDC-2i	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Appreciate and use humor. LDC-2p	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
<b>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Older Toddlers	Answer simple questions ("What is she doing?" "What happened to the bear in the story?"). LDC-3b	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Younger Preschoolers	Answer longer questions using more detail. LDC-3d	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Older Preschoolers	Answer more complex questions with more explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). LDC-3f	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</b>				
Infants	Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). LDC-4a	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	“Jabber” and pretend to talk using many sounds or signs from the languages used around them. LDC-4c	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Younger Toddlers	Communicate through facial expressions, sounds, and body movements. LDC-4d	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Older Toddlers	Communicate messages with expression, tone, and inflection. LDC-4f	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use speech that is understood most of the time by familiar listeners. LDC-4g	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Younger Preschoolers	Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4h	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Speak clearly enough to be understood by familiar adults and children. LDC-4i	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Older Preschoolers	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Speak clearly enough to be understood by most people. LDC-4l	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
<b>Goal LDC-5: Children describe familiar people, places, things, and events.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Act out familiar scenes and events, and imitate familiar people. LDC-5a	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Older Toddlers	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use dramatic play to act out familiar scenes and events, and imitate familiar people. LDC-5c	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Describe experiences and create or retell short narratives. LDC-5e	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschoolers	Describe experiences and create and/or retell longer narratives. LDC-5f	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Goal LDC-6: Children use most grammatical constructions of their home language well.</b>				
Infants	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Toddlers	“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use a few words to communicate (make requests and ask questions). LDC-6d	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddlers	Communicate in short sentences that follow the word order of their home language. LDC-6e	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Combine two and three words. LDC-6f	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Younger Preschoolers	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Older Preschoolers	Speak in full sentences that are grammatically correct most of the time. LDC-6i	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal LDC-7: Children respond to and use a growing vocabulary.</b>				
Infants	Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitate sounds, words, and gestures. LDC-7b	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize spoken or signed words for common items. LDC-7c	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Younger Toddlers	Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Imitate parts of familiar songs, chants, or rhymes. LDC-7e	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Respond to simple words and phrases that they hear often. LDC-7f	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Toddlers	Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Participate in or repeat familiar songs, chants, or rhymes. LDC-7i	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Younger Preschoolers	Repeat familiar songs, chants, or rhymes. LDC-7k	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7l	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7m	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use many kinds of cues in the environment to figure out what words mean. LDC-7n	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Repeat familiar songs, chants, or rhymes. LDC-7o	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Foundations for Reading				
Goal LDC-8: Children develop interest in books and motivation to read.				
Infants	Pat and chew on tactile books. LDC-8a	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Look at pictures of faces and simple objects. LDC-8b	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Listen to simple and repetitive books, stories, and songs. LDC-8c	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Younger Toddlers	Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). LDC-8d	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Show interest in books (e.g., tactile and picture books). LDC-8e	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Listen to simple and repetitive books, stories, and songs for a brief period of time. LDC-8f	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Carry books around, “name” them, and select books for adults to read out loud. LDC-8g	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Older Toddlers	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. LDC-8i	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Show an interest in books, other print, and reading-related activities. LDC-8k	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Older Preschoolers	Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Use and share books and print in their play. LDC-8n	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
<b>Goal LDC-9: Children comprehend and use information presented in books and other print media.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-9a	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Allow entire short book to be “read” with willingness to look at most pages. LDC-9b	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrooom” when looking at a car). LDC-9c	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Older Toddlers	Chime in on a repeated line in a book while being read to by an adult. LDC-9d	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-9e	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Begin to relate personal experiences to events described in familiar books. LDC-9f	Cognitive	B. Imitation and Memory	3. Relates past events
	Answer simple questions about stories. LDC-9g	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-9h	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-9i	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-9j	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts. LDC-9k	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Relate personal experiences to events described in familiar books, with prompting and support. LDC-9l	Cognitive	B. Imitation and Memory	3. Relates past events
	Ask questions about a story or the information in a book. LDC-9m	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9n	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Older Preschoolers	Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use knowledge of the world to make sense of more challenging texts. LDC-9q	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r	Cognitive	B. Imitation and Memory	3. Relates past events
	Ask more focused and detailed questions about a story or the information in a book. LDC-9s	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-9t	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>Goal LDC-10: Children develop book knowledge and print awareness.</b>				
Infants	Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-10a	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Look at pictures while cuddling with caregiver. LDC-10b	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-10c	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-10d	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Older Toddlers	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” LDC-10e	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-10f	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-10g	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Younger Preschoolers	Hold a book upright while turning pages one by one front to back, but not always in order. LDC-10h	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-10i	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn). LDC-10j	Literacy	E. Writing	2. Writes and draws for a variety of purposes

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Hold a book upright while turning pages one by one from front to back. LDC-10k	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story."). LDC-10l	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Identify their name and the names of some friends when they see them in print. LDC-10p	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
<b>Goal LDC-11: Children develop phonological awareness.</b>				
Infants	Imitate and take turns with caregivers making different sounds. LDC-11a	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Young Toddlers	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddlers	Participate in rhyming games. LDC-11c	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Notice sounds that are the same and different. LDC-11d	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11e	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
Younger Preschoolers	Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11f	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11g	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11h	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Enjoy rhymes and wordplay, and sometimes add their own variations. LDC-11i	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11l	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
<b>Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	<i>Emerging</i>			
Older Toddlers	Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
Younger Preschoolers	Demonstrate an interest in learning the alphabet. LDC-12b	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Older Preschoolers	Demonstrate an interest in learning the alphabet. LDC-12e	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Show they know that letters function to represent sounds in spoken words. LDC-12f	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, "A-a-apple."). LDC-12h	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

## Foundations for Writing

**Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.**

Infants	<i>Emerging</i>			
Young Toddlers	Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	Literacy	E. Writing	3.4 Writes using “scribble writing”
Older Toddlers	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	Literacy	E. Writing	3.4 Writes using “scribble writing”
Younger Preschoolers	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With prompting and support, communicate their thoughts for an adult to write. LDC-13d	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Older Preschoolers	Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Communicate their thoughts for an adult to write. LDC-13g	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13h	Literacy	E. Writing	2. Writes and draws for a variety of purposes

**Goal LDC-14: Children use knowledge of letters in their attempts to write.**

Infants	<i>Emerging</i>			
Young Toddlers	<i>Emerging</i>			
Older Toddlers	<i>Emerging</i>			
Younger Preschoolers	Begin to use letters and approximations of letters to write their name. LC-14a	Literacy	E. Writing	3.2 Prints first name
	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LC-14b	Literacy	E. Writing	3.1 Writes using developmental spelling

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Use known letters and approximations of letters to write their own name and some familiar words. LC-14c	Literacy	E. Writing	3.1 Writes using developmental spelling
	Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LC-14d	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
<b>Goal LDC-15: Children use writing skills and conventions.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Hold marker or crayon with the fist. LC-15a	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Dot or scribble with crayons, may progress to vertical lines. LC-15b	Literacy	E. Writing	3.4 Writes using “scribble writing”
Older Toddlers	Explore a variety of tools that can be used for writing. LC-15c	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Scribble and/or imitate an adult’s marks with markers, crayons, paints, etc. LC-15d	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LC-15e	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Younger Preschoolers	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). LC-15f	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”). LC-15g	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Play with writing letters and make letter-like forms. LC-15h	Literacy	E. Writing	3.4 Writes using “scribble writing”
Older Preschoolers	Use a variety of writing tools and materials with increasing precision. LC-15i	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”). LC-15j	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Use some conventional letters in their writing. LC-15k	Literacy	E. Writing	3. Writes words using conventional spelling

## Cognitive Development (CD)

### Construction of Knowledge: Thinking and Reasoning

#### Goal CD-1: Children use their senses to construct knowledge about the world around them.

Infants	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn head or move toward sounds. CD-1b	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers	Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers	Explore objects and materials physically to learn about their properties. CD-1e	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Younger Preschoolers	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1i	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1j	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Organize and use information through matching, grouping, and sequencing. CD-1n	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>Goal CD-2: Children recall information and use it for new situations and problems.</b>				
Infants	Search for objects that are hidden or partly hidden. CD-2a	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near). CD-2b	Social-Emotional	A. Interactions with Adults	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Younger Toddlers	Search in several places where an object has been hidden recently. CD-2f	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). CD-2g	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). CD-2h	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Imitate behaviors they have seen in the past or in other places. CD-2i	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Identify objects and people in pictures by pointing or looking. CD-2j	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Search for objects in several places, even when not seen recently. CD-2k	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l	Cognitive	C. Conceptual Knowledge	3.2 Relates recent events with contextual cues
	Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). CD-2m	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschoolers	Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o	Cognitive	C. Conceptual Knowledge	3.2 Relates recent events with contextual cues
	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Describe or act out a memory of a situation or action, with adult support. CD-2q	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Make predictions about what will happen using what they know. CD-2r	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Introduce ideas or actions in play based on previous knowledge or experience. CD-2s	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Ask questions about why things happen and try to understand cause and effect. CD-2t	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Older Preschoolers	Demonstrate their ability to apply what they know about everyday experiences to new situations. CD-2u	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Describe past events in an organized way, including details or personal reactions. CD-2v	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Improve their ability to make predictions and explain why things happen using what they know. CD-2w	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

**Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.**

Infants	Show awareness of others' reactions to people, objects, and events. CD-3a	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Younger Toddlers	Show awareness of others' feelings about things by looking to see how they react. CD-3c	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Older Toddlers	Use words like "think," "remember," and "pretend." CD-3d	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Talk about what they and other people want or like. CD-3e	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Preschoolers	Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Use words like "think" and "know" to talk about thoughts and beliefs. CD-3g	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Older Preschoolers	Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3i	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3j	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use language to describe their thinking processes with adult support. CD-3k	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

**Creative Expression****Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.**

Infants	Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects



NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c	Cognitive	A. Sensory Exploration 1.1 Reacts to events or stimulation
	Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers	Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4e	Social-Communication	A. Early Social Communication 4.2 Makes choices to express preferences
	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
Younger Preschoolers	Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4g	Social-Communication	D. Reasoning 2.1 Tries different simple actions to achieve goal
	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschoolers	Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i	Cognitive	D. Reasoning 2.1 Tries different simple actions to achieve goal
	Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences

**Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.**

Infants	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Toddlers	Use hats and clothes for dress-up make-believe. CD-5e	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Move to music in their own way. CD-5h	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers	Recreate familiar scenes using play materials, language, and actions. CD-5i	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make up simple nonsense songs, sign, chant, and dance (sing "la-la-la-la" on two pitches, twirl around and fall down, "march" by lifting knees high). CD-5k	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Express ideas and feelings through music, movement, and dance. CD-5l	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschoolers	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Special Connections				
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.				
Infants	Intently observe actions of children, adults, pets, and objects nearby. CD-6a	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Seek parents, siblings, caregivers, and teachers for play and for meeting needs. CD-6b	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). CD-6d	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddlers	Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers	Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Adopt roles of family and community members during play, given support and realistic props. CD-6i	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Preschoolers	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
<b>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</b>				
Infants	Show a clear preference for familiar people. CD-7a	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Younger Toddlers	Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Older Toddlers	Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). CD-7c	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class."). CD-7d	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Older Preschoolers	Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</b>				
Infants	<i>Emerging</i>			
Younger Toddlers	Compare their own physical features with those of others by looking and touching. CD-8a	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Toddlers	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show awareness of similarities and differences among people and families during play. CD-8c	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschoolers	Show acceptance of people who are different from themselves as well as people who are similar. CD-8d	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Given support and guidance, explore different cultural practices during play and planned activities. CD-8e	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Older Preschoolers	Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
<b>Goal CD-9: Children explore concepts connected with their daily experiences in their community.</b>				
Infants	<i>Emerging</i>			
Young Toddlers	<i>Emerging</i>			
Older Toddlers	Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police person). CD-9a	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9b	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Notice changes that happen over time (seasons, self or others growing bigger). CD-9c	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and talk about weather conditions. CD-9d	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Older Preschoolers	Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). CD-9f	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Observe and talk about changes in themselves and their families over time. CD-9g	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear). CD-9h	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Mathematical Thinking and Expression				
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.				
Infants	Indicate they want “more” with signs, sounds, or looks. CD10a	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). CD-10b	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers	Explore quantity (for example, filling and dumping containers). CD-10c	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). CD-10d	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more). CD-10e	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Toddlers	Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). CD-10f	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Attempt to chant or recite numbers, but not necessarily in the correct order. CD-10g	Math	A. Counting	2.2 Recites numbers 1–10
	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). CD-10h	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). CD-10i	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Younger Preschoolers	Rote count in order to 10 with increasing accuracy. CD-10j	Math	A. Counting	2.2 Recites numbers 1–10
	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10k	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more (choose a plate with four cookies rather than a plate with one cookie). CD-10l	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group. CD-10m	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition



NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Rote count in order to 20 with increasing accuracy. CD-10n	Math	A. Counting	3.2 Recites numbers 1–20
	Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o	Math	A. Counting	1.2 Recites numbers 1–3
	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Given a number 0-5, count out that many objects. CD-10q	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. CD-10s	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Write numerals or number-like forms during play and daily activities. CD-10t	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Match numerals 1-5 to sets of objects, with guidance and support. CD-10u	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Recognize some numerals and attempt to write them during play and daily activities. CD-10v	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</b>				
Infants	Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). CD-11a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers	Participate in activities that compare the size and weight of objects. CD-11b	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). CD-11c	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers	Group objects into categories (cars with cars, plates separated from cups). CD-11d	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). CD-11e	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Younger Preschoolers	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11f	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11g	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Compare the size or weight of two objects and identify which one is longer/ taller/heavier than the other ("That rock is heavier than this one; I can't lift it." "A snake is longer than a worm."). CD-11h	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify familiar objects as the same or different. CD-11i	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). CD-11j	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). CD-11k	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). CD-11n	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color). CD-11p	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</b>				
Infants	Discover different shapes by exploring (put blocks in mouth, roll balls). CD-12a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempt to put objects into other objects (such as putting pieces into holes or other spaces). CD-12b	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Younger Toddlers	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-12c	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put basic shapes into a shape sorter using trial and error. CD-12d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers	Respond to and begin to use words describing positions (in, on, over, under, etc.). CD-12e	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Name or match a few shapes. CD-12f	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Stack or line up blocks that are the same shape. CD-12g	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”). CD-12h	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use 2- and 3-dimensional shapes to create pictures, designs, or structures. CD-12i	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Find shapes in the environment and describe them in their own words. CD-12j	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Preschoolers	Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

**Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.**

Infants	<i>Emerging</i>			
Younger Toddlers	<i>Emerging</i>			
Older Toddlers	Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. CD-13a	Math	A. Counting	3. Counts out 20 items
Younger Preschoolers	Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). CD-13b	Cognitive	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). CD-13c	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots of people," put Popsicle® sticks in a pile to show the number of children who want crackers for snack). CD-13d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different colored blocks to represent classmates’ answers to a survey question). CD-13g	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

### Scientific Exploration and Knowledge

#### Goal CD-14: Children observe and describe characteristics of living things and the physical world.

Infants	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-14a	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Younger Toddlers	Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-14b	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Toddlers	Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). CD-14c	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-14d	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers	Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-14e	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and react to the natural world and the outdoor environment. CD-14f	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-14g	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe current weather conditions. CD-14h	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-14i	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper). CD-14j	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Preschoolers	Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Notice and react to the natural world and the outdoor environment. CD-14l	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

NC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</b>				
Infants	Gather information through sight, hearing, taste, smell, and touch. CD-15a	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use multiple senses to focus intently on objects, displays, materials, or events. CD-15b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Toddlers	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-15c	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-15d	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-15e	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
Older Toddlers	Investigate differences between materials (sand, water, goop, moving air). CD-15f	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-15g	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-15h	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Younger Preschoolers	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15i	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). CD-15j	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Ask questions to find out more about the natural world. CD-15k	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars). CD-15l	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Describe and predict changes that take place when mixing and manipulating materials. CD-15m	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation



NC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n	Cognitive	E. Scientific Discovery 4.2 Demonstrates knowledge of properties of change resulting from investigations
	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o	Cognitive	E. Scientific Discovery 2.1 Generates specific questions for investigation
	Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p	Cognitive	E. Scientific Discovery 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q	Cognitive	E. Scientific Discovery 3.2. Manipulates materials to cause change
	Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r	Cognitive	E. Scientific Discovery 3. Investigates to test hypotheses
	Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s	Cognitive	E. Scientific Discovery 3.2. Manipulates materials to cause change