



ALIGNMENT

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

WITH

State of Alaska Early Learning Guidelines

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

This document aligns the content from the *State of Alaska Early Learning Guidelines* [2020] 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.

Alaska Department of Education and Early Development and State of Alaska Department of Health and Social Services. (2020). *State of Alaska Early Learning Guidelines*. Retrieved from: <https://www.alaskaelg.org/>

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Created January 2023

Babies: 0–9 Months

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

BABIES MAY	Demonstrate reflexes such as grasping a finger and toes fanning when bottom of foot is stroked.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Learn how to self sooth with sucking and responds to signals for sleep (learns to sleep in bassinet, cradle or crib).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use new skills in different ways. For example, learns the pincer grasp and uses it on many different materials.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms

Goal 2: Children demonstrate strength and coordination of gross motor skills

BABIES MAY	Open and close fingers.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Gain control of arm and leg movements.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Kick legs and bat at dangling objects with hands.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Reach for feet and bring them to mouth.	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
	Transfer objects from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Clap hands.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Roll over.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Once able to roll over, lift head and chest while on tummy.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Move into sitting position.	Gross Motor	A. Body Control and Weight Transfer	5.2 Maintains sitting position in chair
	Sit with support and later, sit without support.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Rock back and forth on hands and knees and later, crawl.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 3: Children demonstrate stamina and energy in daily activities				
BABIES MAY	Show alertness during waking periods, which increases with age.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Cry persistently until needs are met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Lift head, make facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Initiate active play, exploring and interacting with environment.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Sustain physical activity for at least three to five minutes at a time (recognizing the unique capabilities of the child).	Gross Motor	B. Movement and Coordination	All
	Sustain strength for increased periods of time as child ages.	Gross Motor	B. Movement and Coordination	All
Goal 4: Children demonstrate strength and coordination of fine motor skills				
BABIES MAY	Track objects with eyes.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Grasp caregivers' fingers.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Consistently reach for toys, objects, and bottles with both hands.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Grasp objects with fingers and palm.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Transfer small objects from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Pick up object with thumb and forefinger.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (Sensorimotor Skills)

BABIES MAY	Respond by turning toward lights, sound, movement, and touch.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Focus eyes on near and far objects.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Enjoy gentle swinging and rocking.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
	Enjoy seeing themselves in the mirror.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Calm with caregiver assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Explore the environment with mouth and hands.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listen to music, nature and animal sounds.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move objects from one hand to the other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand

Goal 6: Children practice health skills and routines

BABIES MAY	Relax during bathing routines.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Respond to talking during diaper changing routines.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Allow you to wipe their gums after feeding.	Adaptive	A. Eating and Drinking	ALL
	Indicate anticipation of feeding on seeing breast, bottle, or food.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Assist caregiver with holding bottle, later grasps a cup, then eats with fingers.	Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
	Demonstrate increasing ability to self-soothe and fall asleep.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 7: Children Eat a Variety of Nutritious Foods				
BABIES MAY	Breast feed or bottle feed, (family preference).	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Regulate when, how much, and how fast they eat.	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
	Begin to try a variety of nutritious foods from all food groups, after 6 months of age.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Explore food with fingers, after 6 months.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Show interest in new foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Goal 8: Children are kept safe, and learn safety rules				
BABIES MAY	Respond to danger cues from caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Understand difference between primary caregivers and strangers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Domain 2: Social & emotional development

Goal 9: Children develop positive relationships with adults

BABIES MAY	Quiet when comforted.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Show preference for familiar adults (reaches for mom when she comes home).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Establish and maintain interactions with adults (cries out and then laughs when adult responds.)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Imitate familiar adults (smiles when adult smiles).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engage in simple back and forth interactions with a familiar adult (Peek-a-Boo, touches face, makes sounds to engage, follows the gaze of an adult to an item).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Goal 10: Children develop positive relationships with other children

BABIES MAY	Show interest in and imitate other babies.	Social-Communication	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Recognize children (vocalizes when familiar child enters room).	Social-Communication	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Respond positively to other children (smiles and laughs).	Social-Communication	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Play near other children (solitary and parallel play.)	Social-Communication	C. Interactions with Peers	1.3 Plays near one or two peers
	Respond to upset child (becomes upset when another child cries).	Social-Communication	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Engages in back and forth interactions (one baby splashes water and the other baby laughs and then splashes water).	Social-Communication	C. Interactions with Peers	1. Maintains interaction with peer

Goal 11: Children demonstrate awareness of behavior and its effects

BABIES MAY	Respond by quieting, smiling, cooing at loved ones and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Engage in simple back and forth playful interactions with parent/caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Explore face and other body parts of others (touch caregiver ears, hair, hands).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Vocalize to caregivers for assistance, attention or need for comfort.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 12: Children participate positively in group activities				
BABIES MAY	Look at, reach out, or explore others and shows recognition by smiling, reaching, and/or making sounds.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Focus briefly on other children and adults in family and community gatherings.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Goal 13: Children adapt to diverse settings				
BABIES MAY	Actively observe surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show recognition of a new setting by changing behavior (look to parent for response).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Explore new settings with guidance from caregiver.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal 14: Children demonstrate empathy for others				
BABIES MAY	Watch and observe adults and children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Smile when they see a smiling face.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	May cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	With assistance begin to notice animals and plants in nature/outdoors.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Goal 15: Children recognize, appreciate, and respect similarities and differences in people				
BABIES MAY	Focus on primary caregivers, family for periods that grow longer as the child ages.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Distinguish primary caregivers from others.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Track activity of other children and move toward others. May reach out to touch other children's face, hair, etc.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 16: Children show awareness of their unique self				
BABIES MAY	Vocalize to caregivers for assistance, attention, or need for comfort.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Explore own body (observes hands, reaches for toes).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the face and other body parts of others (touches caregivers' ears, hair, hands).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listen and respond by quieting, smiling, cooing, gestures, or vocalizations when name is spoken.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show preference for primary caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Identify familiar objects (bottle, blanket.)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Smile at self in mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Notice and explore hands, eventually becoming aware they are attached and they can be controlled to do things.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Point or moves toward desired people or objects.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play with one object more often than others.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Repeat a motion or noise to see if outcome is the same.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Indicate preferences by accepting or refusing certain foods.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment				
BABIES MAY	Repeat a sound or gesture that creates an effect (repeatedly shakes a rattle).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Recognize that adults respond to his/her needs when expressed (is picked up when arms are raised toward adult)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Explore environment, at first in close contact with caregiver and then farther away from caregiver as child grows.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Smile when succeeding in a task/activity.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 18: Children understand and follow rules and routines				
BABIES MAY	Develop increasing consistency in sleeping, waking, and eating patterns.	Adaptive	All	All
	Participate in routine interactions (quiet body when picked up, cooperates in dressing).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipate routine interactions (lift arms toward caregiver to be picked up).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Goal 19: Children regulate their feelings and impulses				
BABIES MAY	Signal needs with sounds or motions (cry when hungry or reach for wanted object of comfort).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Relax or stop crying when comforted (when swaddled or spoken to softly).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Communicate need for support or help from adults (hold out arms when tired).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal 20: Children express appropriately a range of emotions				
BABIES MAY	Cry, use other vocalizations, facial expressions, or body language to express emotions and to get needs met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Frown in response to discomfort or inability to do something.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Smile, wave, or laugh in response to positive adult interaction.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Goal 21: Children demonstrate awareness of family characteristics and functions				
BABIES MAY	Kick legs and squeal when familiar adult appears.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Initiate contact with caregivers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Develop and maintains trusting relationships with primary caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles				
BABIES MAY	Begin to watch other children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach out to touch other children or grab their toys.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Goal 23: Children demonstrate civic responsibility				
BABIES MAY	Look to caregivers for assistance and guidance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures				
BABIES MAY	Demonstrate an interest in themselves (observing themselves in a mirror, looking at their own hands and feet).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use gestures to communicate their interest in objects and people.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Smile when someone familiar smiles at them.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Focus their attention on others and engage in interactions.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Kick their legs or reach with their arms when they see a familiar person.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

BABIES MAY	Show interest in people by changing behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	React to new voices or sounds by turning in the direction of sound.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Show interest, explore, manipulate, or stare at new objects in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use all senses to explore the environment (reaching out to touch rain).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Goal 26: Children persist when facing challenges

BABIES MAY	Establish eye contact with caregiver(s).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Recognize caregivers and show emotion.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Examine a face, toy, or rattle for brief period of time.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeat simple motions or activities (swats at mobile, consistently reaches for objects).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

Goal 27: Children demonstrate initiative

BABIES MAY	Engage in and actively explore new and familiar surroundings.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Goal 28: Children approach daily activities with creativity and Imagination

BABIES MAY	Inspect own hands and feet by mouthing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Mouth, shake, bang, drop, or throw objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Change behaviors and responses based on other's expressions and motions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Goal 29: Children learn through play and exploration

BABIES MAY	Track people and objects by moving his/her head as adult or object moves.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Behave in consistent ways to elicit desired response (kick a mobile).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Play games with primary caregiver that involves repetition (peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Use senses to explore objects and toys.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

BABIES MAY	Bang a block (or other object) on the floor repeatedly to hear the sound it makes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Shake different toys to see if they make a noise (stuffed animal, rattle).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

BABIES MAY	Reach for a toy or object that has rolled away.	Fine Motor	A. Reach, Grasp, and Release	ALL
	Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Goal 32: Children use symbols to represent objects

BABIES MAY	Locate an object that has been hidden from view.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
------------	--------------------------------------------------	-----------	-------------------------	---------------------------

Goal 33: Children can distinguish between fantasy and reality

BABIES MAY	Make animal sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
------------	---------------------	----------------------	-------------------------------	-------------------------------------------------------------------------

Goal 34: Children demonstrate knowledge of numbers and counting

BABIES MAY	Understand the concept of “more” in reference to food or play.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Hold two objects, one in each hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Gesture for “more” when eating.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 35: Children demonstrate knowledge of measurement: size, volume, height, weight, and length				
BABIES MAY	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore volume as they wrap their fingers around an object or an adult's finger.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore weight as they pull a toy toward themselves.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore speed by moving hands or legs.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Goal 36: Children sort, classify, and organize objects				
BABIES MAY	Classify informally as they recognize items as similar ("Things I can hold").	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Explore the size and shape of objects (banging, mouthing, dropping, etc.).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Follow daily routines or patterns, such as being fed and then going to sleep.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Goal 37: Children collect information through observation and manipulation				
BABIES MAY	Turn head toward sounds or voices.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Explore objects by holding, mouthing, dropping, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Observe objects in the environment briefly.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Goal 38: Children make predictions and experiment				
BABIES MAY	Investigate new phenomena (reaches out to touch rain).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 39: Children observe and describe the natural world				
BABIES MAY	Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Observe sun and clouds.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Goal 40: Children differentiate between events that happen in the past, present, and future				
BABIES MAY	Begin to show he/she expects familiar routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize the beginning and end of an event (claps at the end of a song).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Goal 41: Children demonstrate awareness of location and spatial relationships				
BABIES MAY	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the way objects move by tracking objects with their eyes and head.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography				
BABIES MAY	Show caution around strangers or new events.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal 43: Children demonstrate awareness of economic concepts				
BABIES MAY	Depend on others to provide for wants and needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Goal 44: Children demonstrate awareness of the relationship between humans and the environment				
BABIES MAY	Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 45: Children use technology appropriately				
BABIES MAY	Use their bodies as “tools” (reaching out and grasping to get a rattle).	Fine Motor	A. Reach, Grasp, and Release	All
	Show interest in technology (turns toward a ringing telephone or speakers where music is playing).	Fine Motor	D. Use of Electronic Devices	All
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel				
BABIES MAY	Attend to bright and/or contrasting colors.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Imitate by babbling during or after an adult sings or chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Move bodies with some intent and control.	Gross Motor	B. Movement and Coordination	ALL
	Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use objects as tools to make sounds, (banging blocks together with adult help).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Goal 47: Children demonstrate understanding and appreciation of creative arts				
BABIES MAY	Respond to music by listening and moving their heads, arms, and legs.	Gross Motor	B. Movement and Coordination	All
	Make eye contact with singers.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Gaze at pictures, photographs, and mirror images.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

BABIES MAY	Study caregiver's face.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Show preference for familiar human voices to other sounds (animal sounds).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Pay attention to what the speaker is looking at or pointing to.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Vocalize or gesture in response to another person's voice or gesture.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Quiet/calm body movement at the sound of a recognized caregiver's voice.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Shift listening attention to a variety of sounds (caregiver's singing/words/making environmental sounds to attract baby).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use eyes and move head to look for caregiver's voice	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Begin to anticipate caregiver's actions in routine game (shows excitement when hearing "peek a boo").	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Start to respond to their name when called by looking and smiling at caregiver.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Make sounds/facial expressions/gestures to communicate feelings such as giggles, laughs, squeals, screech to show excitement, joy, discomfort.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Change volume and pitch to convey meaning.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Play with speech sounds in crib or during quiet time.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Imitate words and/or beginning sign (simple greetings, sign for more) and gestures. Start to wave "bye" with support.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Participate in turn-taking during one-on-one communication by making sounds or using words.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 49: Children listen and understand communication (receptive language)				
BABIES MAY	Startle to loud and unexpected sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Alert to sounds and older infant will turn to locate source of a sound.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Turn to look toward caregiver calling their name.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Recognize songs by smiling, singing or joining in finger play or body movements.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Follow early directions, such as “Give me the block” (caregiver may extend hand).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Respond to voices by quieting or calming	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Respond differently to familiar and unfamiliar voices	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Look for sound source (hears a dog bark and looks for dog).	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Start to respond differently to firm voice vs. playful voice.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Turn to look at familiar object when it is named.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Imitate adult actions that go along with simple songs, rhymes and traditional songs (“Row, row, row your boat”).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Follow single-step directions (“Please bring me the ball.”).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

BABIES MAY	Cry when hungry or uncomfortable.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Have cries varying in pitch, length, and volume to indicate different needs (hunger, pain, discomfort).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Join in singing songs using rhythm of actual words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Play with speech sounds in crib or during quiet time.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Make facial expressions, gestures and changes tones.	Social-Communication	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Coo, make vowel sounds and progress to babbling.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Babble using two-lip sounds such as: “p,” “b,” and, “m” followed by a vowel sound (“Ba ba ba da da da…”).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Begin to combine sounds together consistently to indicate a few specific objects or people (e.g. “baba” for bottle).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Combine vocalizations and gestures (“uh” and pat mother’s chest to request nursing).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Enjoy playing back-and-forth games with caregiver using sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)				
BABIES MAY	Show beginning sound awareness by reacting differently to different sounds.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Imitate vocalizations and sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Recite last word of familiar rhymes, with assistance.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitate sounds when looking at words in a book.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Pay attention to and/or pat pictures in book with help of caregiver.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Explore physical features of books by touching, flipping through board book pages, patting or putting in the mouth, (chews on cloth books).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Use interactive books, with assistance (opens flaps on flap books, feels soft fur).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Identify familiar people and objects in photographs (pats picture when asked "Where is Grandma?").	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Enjoy books about daily routines (eating, toileting).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Hand or offer book to an adult to read.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show recognition of certain preferred or favorite books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Focus attention for short periods of time when looking at books.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Show pleasure when read to (smiles, vocalizes).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Goal 52: Children use writing for a variety of purposes				
BABIES MAY	Enjoy exploring a variety of sensations and materials with their hands (for example, using a finger to make a mark in soft food item or smearing food on tray).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Develop a grasp to pick up and drop toys, start to transfer toys and objects from one hand to other (early developmental precursors to grasping writing tools).	Fine Motor	A. Reach, Grasp, and Release	All
	Experiment with grasp when using different writing tools (crayon, paint brush, marker).	Literacy	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Focus on marks on paper.	Literacy	C. Mechanics of Writing	1.4 Scribbles
	Make marks on paper with a variety of writing tools (fingerpaints, paintbrush) without regard to location.	Literacy	C. Mechanics of Writing	1.4 Scribbles
	Scribble on paper spontaneously.	Literacy	C. Mechanics of Writing	1.4 Scribbles

Mobile Babies: 9–18 Months

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

MOBILE BABIES MAY	Participate in simple movement games (for example, baby anticipates being lifted during the same line in songs).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Show excitement when new toys and objects are used in play.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Goal 2: Children demonstrate strength and coordination of gross motor skills

MOBILE BABIES MAY	Pull up self to standing, holding on to something or someone; later stand independently.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Walk holding on to furniture, then later as the primary means of moving around.	Gross Motor	B. Movement and Coordination	3.4 Cruises
	Enjoy pushing and pulling objects.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Throw objects while maintaining balance.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Stoop over to explore things on the ground.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Squat and stand back up again while maintaining balance.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Crawl or climb stairs, with assistance.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 3: Children demonstrate stamina and energy in daily activities				
MOBILE BABIES MAY	Crawl, scoot, or crab walk. Look for the body moving in a coordinated movement one side then the other as opposed to a baby just pulling with arms and dragging legs behind.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Be eager to pull up and stand.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Enjoy walking with support such as cruising along furniture or holding on to fingers.	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
		Gross Motor	B. Movement and Coordination	3.4 Cruises
	Be eager to climb up and down on furniture.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	May climb out of crib.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Show persistence when crawling, walking or running.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Run with increasing speed and over greater distances.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Be on the move for longer periods of time.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Goal 4: Children demonstrate strength and coordination of fine motor skills				
MOBILE BABIES MAY	Mimic hand clapping or a good-bye wave.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Point with one finger.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Empty objects from containers.	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Turn pages of large books, often turning multiple pages at the same time.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Stack 2-3 small square blocks.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Make marks on paper with large writing/ drawing implements (thick pencil, crayon, marker).	Fine Motor	C. Mechanics of Drawing	1.4 Scribbles

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 5: Children use their senses of sight, hearing, smell, taste, and touch to guide and integrate their learning and interactions (sensory motor skills)				
MOBILE BABIES MAY	Coordinate eye and hand movements (puts objects into large container).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Explore and responds to different surface textures (hard top tables, soft cushions).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Accept new flavors and textures in food.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Explore making sounds with instruments such as pianos/keyboards, horns, drums.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Practice small motor strength in areas other than fingers (sounds with tongue, tip toes, kisses).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Goal 6: Children practice health skills and routines				
MOBILE BABIES MAY	Wash and dry hands, with assistance.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Begin to brush gums and teeth with assistance.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Indicate needs and wants such as hunger or a dirty diaper.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Start to wean off pacifier (if used).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Go to bed without a bottle.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Remove loose clothing (socks, hats, mittens).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Assist with undressing, dressing, and diapering.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Start to drink out of a cup.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Retrieve and put own shoes/coat away upon request.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to clean up after meals with assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Goal 7: Children eat a variety of nutritious foods				
MOBILE BABIES MAY	Begin to scoop food onto their plates with assistance.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Begin to eat finger foods.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Feed self with a spoon.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Grasp and drink from a cup.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Control how much, how fast, and what foods they eat.	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 8: Children are kept safe, and learn safety rules				
MOBILE BABIES MAY	React when caregiver says “no” but may need assistance to stop unsafe behavior.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Look to adults before starting an unsafe behavior.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Be able to tell who are his or her main caregivers, and who are strangers.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

MOBILE BABIES MAY	Become upset when separated from familiar adults.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Seek comfort from a familiar adult when upset or tired.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Respond to adult's verbal greeting (waves and smiles).	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Engage with adults during play (puts shapes in shape sorter).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Respond positively to adult help most of the time.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Use familiar adult as a "secure base" to explore (looks to adult for indication of appropriate and inappropriate behavior).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Goal 10: Children develop positive relationships with other children

MOBILE BABIES MAY	Show interest in children (moves closer, offers a toy, vocalizes to get attention of child).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Engage in problems regarding possession of items (takes toy, cries when toy is taken).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Imitate another child's behavior or activity (follows, laughs, pounds on drum).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Respond to other children's emotions (when another child is upset child pats upset child's head or back to console).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Use gestures and a few words to communicate (says "mine" or "no").	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Trade and shares toys with assistance.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Accept adult help to solve problems.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 11: Children demonstrate awareness of behavior and its effects				
MOBILE BABIES MAY	Repeat actions many times to cause a desired effect (smile because it makes parent or caregiver smile and laugh).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Show understanding that characters from books are connected with certain actions or behaviors (animal books and animal sounds).	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Recognize that certain adult actions are associated with expected behavior (I am supposed to go to sleep when an adult puts me in bed).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Goal 12: Children participate positively in group activities				
MOBILE BABIES MAY	Express joy with other children or when a familiar adult is present.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Begin to participate in simple play, side by side with other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Show increasing interest in family and community gatherings.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Goal 13: Children adapt to diverse settings				
MOBILE BABIES MAY	Begin to separate from primary caregiver in familiar settings outside home.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begin to explore and play in a range of familiar settings.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Initiate simple social interactions with peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Goal 14: Children demonstrate empathy for others				
MOBILE BABIES MAY	Look sad or concerned when another child is crying or upset. May seek adult help or offer a toy or blanket to comfort child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begin to help other children who are sad or hurt.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begin to explore plants, flowers and other living things through senses (touching, seeing, tasting, smelling, hearing).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 15: Children recognize, appreciate, and respect similarities and differences in people				
MOBILE BABIES MAY	Observe body parts and self in mirror.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Focus attention on others.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Notice others' physical characteristics.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Interact with others who are of different ethnic and cultural backgrounds, of different gender, speak other languages or have special needs.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Goal 16: Children show awareness of their unique self				
MOBILE BABIES MAY	Respond with head turn, gesture or vocalization when name is spoken.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Respond or come when called by a familiar adult.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Show awareness of self in voice, mirror image, and body.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attempt to complete basic daily living tasks (eating, getting dressed).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show preference for familiar adults and peers.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Point or move toward desired people or objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeat a motion or noise to see if outcome is the same.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Protest when does not want to do something (arch back when doesn't want to sit in high chair).	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Respond to requests for action (claps for the song).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Point to at least two body parts, when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment				
MOBILE BABIES MAY	Explore environment at increasing distances from caregiver, returning for reassurances.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Look to caregiver when accomplishing new tasks (standing or walking).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Give objects or toys to others (pick up ball, then reach to give it to caregiver).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Smile and express joy when succeeding in a task/activity.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 18: Children understand and follow rules and routines				
MOBILE BABIES MAY	Engage in some regular behaviors (sing or babble self to sleep, goes to high chair to be fed.)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Follow some consistently set rules and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipate and follows simple routines, with reminders and assistance (help to pick up and put away blocks at clean-up time).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to understand that change in activities, settings, and routines are part of the day and can be managed with adult support.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Goal 19: Children regulate their feelings and impulses				
MOBILE BABIES MAY	Look to or seek comfort when distressed and accept comfort from a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Comfort self by clutching, sucking, or stroking when tired or stressed (calm while stroking or holding soft blanket).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Goal 20: Children express appropriately a range of emotions				
MOBILE BABIES MAY	Respond to emotional cues and social situations (cry when other babies cry).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile, wave, or laugh in response to positive adult interaction.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Goal 21: Children demonstrate awareness of family characteristics and functions				
MOBILE BABIES MAY	Show affection (hugs and kisses) to familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Address at least two family members by name.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Recognize immediate family members in photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles				
MOBILE BABIES MAY	Recognize the names of other children.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Recognize family members of other children.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Begin to participate in simple parallel play with other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Goal 23: Children demonstrate civic responsibility				
MOBILE BABIES MAY	Follow simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Try out roles and relationships through imitation (smile at self in mirror, plays peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Request assistance when needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures				
MOBILE BABIES MAY	Look to caregivers for assistance, guidance, and safety. Distinguish among familiar and unfamiliar people.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

MOBILE BABIES MAY	Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Express desire to feed self.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Select a book, toy, or item from several options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Point to desired people, places, objects and take action.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show likes and dislikes for activities, experiences, and interactions.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Actively resist items or actions that are unwanted.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests

Goal 26: Children persist when facing challenges

MOBILE BABIES MAY	Remember where favorite items are stored.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Attempt in self-help activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Try different ways of doing things.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Focus on caregiver, material or toy (such as a book) for short periods of time.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking

Goal 27: Children demonstrate initiative

MOBILE BABIES MAY	Express desire to feed self.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Select a book, toy, or item from several options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show likes and dislikes for activities, experiences, and interactions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 28: Children approach daily activities with creativity and imagination				
MOBILE BABIES MAY	Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Play with dolls, stuffed animals, puppets.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend one object is really another (use a wood block as a telephone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Goal 29: Children learn through play and exploration				
MOBILE BABIES MAY	Behave in consistent ways to elicit desired response (kick a mobile).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Play games with primary caregiver that involve repetition (peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Display recognition and excitement about game or toys from previous day.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Apply knowledge to new situations (bang on bucket instead of drum).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Domain 4: Cognition and general knowledge

Goal 30: Reasoning and critical thinking

MOBILE BABIES MAY	Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Explore small openings and looks for items to put in the openings, including their fingers.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Remember where to find favorite toys, pacifier, blanket.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Distinguish sounds and combinations of sounds.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Follow the edge of objects in space, such as a blanket, bed, or room.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Recognize different facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

MOBILE BABIES MAY	Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Solve simple problems independently (by climbing to retrieve an out-of-reach object).	Cognitive	D. Reasoning	1. Uses object to obtain another object

Goal 32: Children use symbols to represent objects

MOBILE BABIES MAY	Recognize people, animals, or objects in pictures or photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
-------------------	-------------------------------------------------------------------	----------------------	--------------------------------	----------------------------------------------

Goal 33: Children can distinguish between fantasy and reality

MOBILE BABIES MAY	Begin make-believe play (rocking or feeding a baby doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
-------------------	-----------------------------------------------------------	------------------	----------------------------	----------------------------------

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 34: Children demonstrate knowledge of numbers and counting				
MOBILE BABIES MAY	Use words or gestures for action phrases (“all gone” and “more”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize there are one or two of something.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Usually choose a set that has more of something they prefer over a set that has less, when given the option.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Goal 35: Children demonstrate some knowledge of measurement: Size, volume, height, weight and length				
MOBILE BABIES MAY	Notice size differences (if large) between two objects (pointing to the bigger ball).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use such words as “big” and “little” to differentiate sizes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Goal 36: Children sort, classify, and organize objects				
MOBILE BABIES MAY	Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Repeat some actions, such as filling and emptying containers.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Make patterns by repeating songs and rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Watch, bounce, or clap to rhythmic sounds or sing-alongs.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Goal 37: Children collect information through observation and manipulation				
MOBILE BABIES MAY	Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).	Cognitive	D. Reasoning	1. Uses object to obtain another object

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 38: Children make predictions and experiment				
MOBILE BABIES MAY	Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Goal 39: Children observe and describe the natural world				
MOBILE BABIES MAY	Explore characteristics of certain living things (pick up an earthworm, try to catch ants).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Enjoy outdoor play.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Enjoy playing with water, sand and mud.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Goal 40: Children differentiate between events that happen in the past, present, and future				
MOBILE BABIES MAY	Show anticipation for regularly scheduled daily events.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Recall information about the immediate past (after eating, says "All done!").	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Goal 41: Children demonstrate awareness of location and spatial relationships				
MOBILE BABIES MAY	Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Explore barriers to movement when not able to walk or push past something.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography				
MOBILE BABIES MAY	Recognize some familiar places (home, store, grandparents' house).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Know where favorite toys or foods are stored in own home.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 43: Children demonstrate awareness of economic concepts				
MOBILE BABIES MAY	Depend on others to provide for wants and needs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Goal 44: Children demonstrate awareness of the relationship between humans and the environment				
MOBILE BABIES MAY	Point to, or in some other way indicates, familiar people and objects when they are named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Express interest in nature (flowers, a breeze, snow).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Recognize trash as trash.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Know location of trash can and recycle bin, if available, in own home or learning setting.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Goal 45: Children use technology appropriately				
MOBILE BABIES MAY	Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Enjoy listening to music.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Enjoy using play technology objects (wind-up toy.)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Turn light switch on and off.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel				
MOBILE BABIES MAY	Use sounds and their voice as they play or look at books with adults.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Make movements and sounds in response to cues in songs and finger plays.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Stand with feet wide apart and sways to the sound of music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Create marks with crayons, paints, and chalk.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

Goal 47: Children demonstrate understanding and appreciation of creative arts

MOBILE BABIES MAY	Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Make loud noises just for fun, such as screaming or yelling.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Make movements and sounds in response to cues in songs and finger plays.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action

Domain 5: Communication, language, and literacy

Goal 48: Child demonstrates understanding of social communication

MOBILE BABIES MAY	Respond to simple requests when accompanied by gestures	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Identify familiar people or objects when asked to do so.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Combine gestures and single words to communicate thoughts, feelings, or needs (reaches to caregiver when wanting to be held).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate needs through single-word speech and through facial expression, gestures, or actions (points to object desired).	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Be able to successfully communicate simple ideas to people who are close and familiar.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use a small number of real and made-up words that can be understood by familiar adults.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Recognize and respond to mention of own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Point to or reach for familiar objects when named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Enjoy listening to short stories.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Enjoy imitation games.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Watch for signs of being understood by others and repeat efforts if not initially successful.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Initiate interaction, communication, or conversation with others through gestures, words, and facial expressions (by pointing at objects, requesting a favorite game, speaking or signing a word, sharing a toy or calling attention to an object or person).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Be able to sustain turn taking in play and simple games (rolls ball back and forth several times).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

Goal 49: Children listen and understand communication (receptive language)

MOBILE BABIES MAY	Follow some routine and simple directions with support ("Where is your cup?").	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show understanding of words by appropriate behavior or gesture ("Can you find your dinosaur?").	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Show enjoyment of music and move body to "dance".	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show understanding of more words in the home and family routines (50 to 75 words by 15 months).	Cognitive	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Follow early directions, such as "Give me the block" (caregiver may extend hand).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Begin to respond to limits, such as "No!".	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Use body movement/gestures when hearing words (Caregiver asks "Want up?" and the child extends their hands up to request being lifted up).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point to several body parts when asked "Where is your nose?".	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Show understanding of family member names (Child looks toward father when the word "daddy" is mentioned).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Look for objects not present in room (Child runs to other room to find teddy bear when asked).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Point to household objects and pictures in familiar books when asked "Where is the ____?" (16 to 18 months).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Nod head "yes" or shake head "no" when asked a yes/no question.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

MOBILE BABIES MAY	Say “dada” or “mama” nonspecifically (calls father, mother and caregiver “mama”).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Show interest in imitating sounds and words they hear during play and routines.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Enjoy making sounds and combining sounds in babble and strings of jargon using varying intonation.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Babble when alone in crib.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Use single word speech (one word to communicate message, child says “up” when wanting to be carried by adult) or begin sign language and symbols (“More,” “nurse/bottle,” “All done”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Say short telegraphic sentences (“Me go,” or “There Mama”).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Take hand or push caregiver to desired areas for assistance.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	By 18 months use words to refer to or request caregiver (“mama/dada”).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use words in conjunction with pointing or gesturing (child reaches hands up and says “up” to be picked up).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Say “hi” and “bye” with accompanying waves.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Speech sound/articulation errors are frequent.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Communication is 25 percent understandable by 18 months.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use 5 to 20 understandable words by 18 months (“Daddy,” “bottle,” “up”) and/or “baby signs” (“more,” “nursing/bottle,” “all gone,” “no,” “all done”).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 51: Children demonstrate appreciation and enjoyment of reading				
MOBILE BABIES MAY	Listen to, participate in and play with a variety of sounds, language, stories, rhymes, poems and songs.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Use sounds, signs or words to identify actions or objects in a book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Verbally imitate adult model and/or names pictures of familiar words when read to.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Point to picture when asked “where is the ____?”	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Point at, look intently at, sign, or say name of, or talk about animals, people, or objects in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Show increasing attention for short periods of time when read to.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Hold a book right side up and turn the pages.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Use ‘book babble’ when holding a book to mimic the sound of reading.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Demonstrate preference for favorite books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Notice signs (store and restaurant logos).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Learn new words and phrases from those frequently heard, either in conversation or in books.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Ask for the story to be read again.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Answer simple questions about details in the story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Carry books and use for comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 52: Children use writing for a variety of purposes				
MOBILE BABIES MAY	Be able to use arms to reach across the front of their body in order to make marks or scribbles on large paper on vertical drawing surfaces.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Imitate other's writing, drawings, or scribbles by making own marks, dots or scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Use simple tools without adult assistance (makes mark on paper with large marker).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Scribble on paper purposefully.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Adjust body position to enable writing or drawing on paper.	Gross Motor	A. Body Control and Weight Transfer	5.1 Sits down in chair
	Pretend to write on paper without regard to location or direction.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles

Toddlers: 18–36 Months

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

TODDLERS MAY	Try new activities that require physical movement, such as climbing on a chair, without adult assistance.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Participate actively in games, dance, outdoor play, and other forms of exercise.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Participate in playful and careful rough and tumble with close family or friends.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begin to participate in active games such as hide and seek and tag.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

Goal 2: Children demonstrate strength and coordination of gross motor skills

TODDLERS MAY	Primarily walk heel to toe, not tip toe.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Carry toys or objects while walking.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
	Walk and run, changing both speed and direction; avoid obstacles.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Walk backwards.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Climb in and out of bed or onto a steady adult chair.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Enjoy pounding objects (hammers peg with accuracy).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Kick and throw a ball, but with little control of direction or speed.	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Jump in place.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Balance on one foot briefly.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Bend over easily at the waist, without falling.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Walk in a straight line.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Walk up and down stairs, not alternating feet, without assistance.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Swing a small stick, bat or paddle.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Enjoy riding toys they can move by pushing their feet on the ground.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
Goal 3: Children demonstrate stamina in daily activities				
TODDLERS MAY	Participate actively in games, outdoor play, and other forms of physical movement.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Run spontaneously across the room or yard.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Engage in unstructured physical activities for at least 60 minutes and up to several hours each day.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Increase physical (aerobic) activity with age to 15 minutes at a time, for at least 30 minutes each day.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Sleep well, awakening rested and ready for daily activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Ride trikes or toys by pushing themselves along with their feet on the ground.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Think of ways to encourage activity in daily tasks – let them “help” sweep, put away groceries, fold laundry, check the mail.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 4: Children demonstrate strength and coordination of fine motor skills				
TODDLERS MAY	Turn book pages one page at a time, most of the time.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Scribble with crayons and begins to imitate marks (a circle), uses a paintbrush.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Fold blanket, cloth diaper, or paper, with assistance.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Pour liquid from small pitcher or cup.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Attempt to stack small wooden blocks into a tower 4-6 blocks high.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Open doors, with assistance, by turning and pulling doorknobs.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use spoons and forks (sometimes) appropriately.	Fine Motor	B. Functional Skill Use	2.2 Grasps small cylindrical object
	Work simple "insert" puzzles (completes simple puzzle, uses shape sorter box).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	String large beads.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)				
TODDLERS MAY	Respond to music with body movements.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate animal sounds and movements.	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
	Enjoy sensory activities such as playing in the tub or making mud pies.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Eat food with a variety of textures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Explore and gather materials of different textures (rocks, sticks, shells, leaves).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 6: Children practice health skills and routines				
TODDLERS MAY	Use tissue to wipe nose, with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Indicate wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Wash and dry hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose).	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Drink from an open cup independently.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Communicate with caregiver when he/she is not feeling well.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Wean from pacifier (if used).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Start brushing own hair with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Drink water from a cup before bed; no longer uses a bottle.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Cooperate and assist caregiver with tooth brushing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Feed self with spoon.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Help put on their shoes and socks.	Adaptive	C. Dressing and Undressing	2.5 Puts on socks
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Show interest in toilet training and can use toilet regularly by 36 months, with assistance.	Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control
	Participate in sleeping routines such as getting and arranging his/her bedtime comfort items.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Clean up after a meal with little assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 7: Children eat a variety of nutritious foods				
TODDLERS MAY	Begin to recognize and eat a variety of nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Tell the difference between food and non food items.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Make personal food choices among several nutritious options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Try new foods when offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Consume age-appropriate amounts of nutritious beverages (water, milk, occasional 100% juice).	Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
	Scoop foods onto their plates with assistance.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Begin to help prepare simple food with assistance (tear lettuce, cut up banana with dull knife.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
Goal 8: Children are kept safe, and learn safety rules				
TODDLERS MAY	Begin to recognize and avoid dangers (hot stoves, sharp knives) but cannot be relied upon to keep safe.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Know to hold caregiver's hand when walking in public places.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Begin to identify safe adults.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Be mostly willing to wear appropriate clothing for current conditions.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Tell an adult when someone hurts him/her or makes him/her feel bad.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

TODDLERS MAY	Looks to adults for help and responds to offers of help from familiar adults (takes hand to walk to car).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Follow directions with support ("Let's go brush our teeth.").	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Initiate interactions with adults (brings favorite book to the adult).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Communicate thoughts and feelings, likes and dislikes ("I want more.", "No").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Seek independence (helps with dressing self).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Follow basic safety guidelines (walks with adult when near street).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Goal 10: Children develop positive relationships with other children

TODDLERS MAY	Be happy to see other children ("Denali is here!").	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play side-by-side with children, shares toys (parallel and associative play).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Share and takes turns, with assistance.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Indicate preferences and intentions by answering yes/no questions ("Are you finished with that? Are you still using it?").	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Have preferred playmates.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Recognize similarities and differences between self and others ("Nyamal doesn't like ham, but I do.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Be aware of others' feelings (move towards upset child and offers a toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Be aware of other children's belongings and space (puts another child's toy in their cubby during clean up).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Imitate roles and relationships through play ("I'm the mom and you're the brother.").	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use words and gestures to communicate ("Play with me", "Stop").	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 11: Children demonstrate awareness of behavior and its effects				
TODDLERS MAY	Show understanding that playing with objects will get adult's attention, which includes both desirable and forbidden objects.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Learn consequences of behavior, but may not understand why the behavior justifies the consequence (put away toy toddler is using to hit the wall, but doesn't understand why).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Recognize that behaving with challenging ways will cause corrective action or unhappiness from adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Goal 12: Children participate positively in group activities				
TODDLERS MAY	Follow family routines (meal time behavior).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show increasing excitement about being in the company of loved ones or trusted adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Begin to share and take turns, with assistance.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Participate in group games (chase, pretend play).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Goal 13: Children adapt to diverse settings				
TODDLERS MAY	Separate from primary caregiver in familiar settings outside home.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Ask questions or acts in other uncertain ways in unfamiliar settings and environments.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Explore and play in a range of familiar settings.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show comfort in a variety of places with familiar adults (home, community events, store, playground).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 14: Children demonstrate empathy for others				
TODDLERS MAY	Notice other children who are happy or sad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Demonstrate awareness of feelings during pretend play (comfort a crying baby doll).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Name emotions experienced by self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express how another child might feel ("She is crying and must be sad.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Express interest and excitement about animals and other living things.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal 15: Children recognize, appreciate, and respect similarities and differences in people				
TODDLERS MAY	Begin to play in presence of other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Ask simple questions about other children.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Goal 16: Children show awareness of their unique self				
TODDLERS MAY	Test limits and strive for independence.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize and call attention to self when looking in the mirror or at photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Identify self and uses own name when asked ("I am a boy." "My name is Rueben.").	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Show awareness of being seen by others (exaggerate or repeat behavior when notices someone is watching).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Occupy self appropriately for brief periods of time (10 to 15 minutes).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Identify objects as belonging to him or her.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Point to and names some of own body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Show preference for familiar adults and peers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Make choices when given two to three options to choose (what clothes to wear).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Show preference for favorite books, toys, and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Indicate preferences and intentions by answering yes/no questions ("Are you done with that?" "Are you still using it?" "Can José use it now?").	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment				
TODDLERS MAY	Want to take care of self.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize own accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show completed projects (drawing, pile of blocks) to caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Act as though she/he is capable of doing new tasks and activities (copies use of adult tools, tries to sweep the floor with an adult sized broom).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Seek help after trying something new or challenging.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Goal 18: Children understand and follow rules and routines				
TODDLERS MAY	Test limits and strive for independence.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Anticipate and follow simple routines, with reminders and assistance (wash hands and help set table at snack time, help to pick up and put away blocks at clean-up time).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipate and follow simple rules, with reminders (expect to be buckled up when he/she gets in car seat).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Accept transitions and changes in routines with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipate consequences for not following rules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 19: Children regulate their feelings and impulses				
TODDLERS MAY	Show developing ability to cope with stress and or strong emotions such as getting familiar toy or blanket, or seeking caregiver support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Name some emotions (happy, excited, sad, mad, tired, angry, scared).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begin to control impulses (say “no” when reaching for forbidden object; restrains self from stepping on a book on the floor).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Goal 20: Children express appropriately a range of emotions				
TODDLERS MAY	Recognize and express emotions towards familiar people, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Name emotions (happy, excited, sad, mad, tired, scared).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Learn about own feelings and that it is ok to feel silly, sad, angry, and all other emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Goal 21: Children demonstrate awareness of family characteristics and functions				
TODDLERS MAY	Recognize family members by voice. Know own first and last names.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Recognize role within own home (“Daddy cooks supper and mommy washes the dishes.”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Pretend to nurture a doll by feeding and talking to it.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Give names to toys and dolls that reflect family and circle of friends.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Identify boys and girls.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize that family members’ hunting will provide for family.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles				
TODDLERS MAY	Identify the possessions of other children.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Show interest in peers by including them in play, referring to them by name.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Recognize that different people have different roles and jobs in the community. Show interest in community workers (garbage collector, Village Public Safety Officer, mail carrier, health aid).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Participate in family routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Goal 23: Children demonstrate civic responsibility				
TODDLERS MAY	Try out roles and relationships through dramatic and pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begin to recognize that there may be different rules in different places (school rules may be different from those at home).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Help adult with simple chores.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follow adult directions when given simple guidance.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Comply with simple two-part requests that involve waiting (“Eat your breakfast and then we’ll play with the blocks.”).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures				
TODDLERS MAY	“Chat” with family members, although only half of the words they use may be recognizable.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identify known people in photographs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Identify basic similarities and differences between themselves and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

TODDLERS MAY	Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Ask simple “wh” questions (why, what, where).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Try new ways of doing things and begin to take some risk.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Initiate play with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Choose one activity over another and pursue it for a brief period of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show interests in wanting to take care of self (dressing).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Initiate activities at caregivers’ suggestions.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Seek and take pleasure in both new and repeated skills and experiences.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Goal 26: Children persist when facing challenges

TODDLERS MAY	Show interest in favorite activities over and over again.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Insist on some choices (what to wear, completing a project).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seek and accept assistance when encountering a problem.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

Goal 27: Children demonstrate initiative

TODDLERS MAY	Try new ways of doing things and begin to take some risks.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Initiate play with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Choose one activity over another and pursue it for a brief period of time.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Propose an idea for how to spend time.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show interest in wanting to take care of self (e.g., dressing).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Initiate activities at caregivers' suggestions.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Seek and take pleasure in both new and repeated skills and experiences.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Pretend to be in new and familiar places with new and familiar roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Goal 28: Children approach daily activities with creativity and imagination				
TODDLERS MAY	Invent new uses for everyday materials (bang on pots and pans).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Approach tasks experimentally, adapting as the activity evolves.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend and use imagination during play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use creative language to describe events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Build with blocks and other manipulatives.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Play with dolls, costumes and acts out animal roles.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend to be in new and familiar places with new and familiar roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Create an art project and with a simple story to accompany the artwork.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Goal 29: Children learn through play and exploration				
TODDLERS MAY	Substitute similar objects (stack boxes like blocks).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Realize that behaviors can precede events ("If mom or dad put the pot on the stove, she/he is going to cook something to eat.").	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Relate an experience today to one that happened in the past (hand-washing prior to mealtime).	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

TODDLERS MAY	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

TODDLERS MAY	Make plans before attempting to solve a simple problem.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Put two actions together in sequence (grabbing a large ball and rolling it).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Know where things are kept in familiar environments.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Successfully follow two-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 32: Children use symbols to represent objects				
TODDLERS MAY	Find objects after they have been hidden nearby.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Draw or scribble and explain the drawing.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Experiment with new uses for familiar objects.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Identify symbols for familiar objects correctly (photo of dog).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Goal 33: Children can distinguish between fantasy and reality				
TODDLERS MAY	Play make-believe with props (dolls, stuffed animals, blocks).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Create an imaginary friend.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	React to people in costume as if they are the characters they portray.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	React to puppets as if they are real.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Goal 34: Children demonstrate knowledge of numbers and counting				
TODDLERS MAY	Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.	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
	Add and subtract with sets of objects smaller than three.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Begin to say or gesture the number two when asked how old they are.	Social-Emotional	E. Meeting Social Expectations	4.2 States age
	Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Name their first number word, typically “two” (or holds up two fingers).	Math	A. Counting	1.2 Recites numbers 1–3
	Count up to five objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Name and identify some written numerals.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Identify numerals as being different from letters.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Bring two treats when asked to get treats for two people.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.	Math	A. Counting	2.2 Recites numbers 1–10
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length				
TODDLERS MAY	Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use words such as “big,” “small,” and “more.”	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand and use general measurement words, such as “big” and “hot.”	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Notice when another child has more of something and gestures or verbalizes “want more”.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Goal 36: Children sort, classify, and organize objects				
TODDLERS MAY	Separate objects by a single feature (“all the red blocks go here”).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Match simple geometric forms (circle, square, triangle).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Notice when two things share similar attributes (cars and buses have wheels).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Match small and large objects (counting bears to make “Mommy and Baby” pairs).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Copy an adult’s made-up verbal pattern (“me, me, moo”).	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Recognize patterns within stories and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Goal 37: Children collect information through observation and manipulation				
TODDLERS MAY	Use all five senses to examine different objects with attention to detail.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Identify similarities or difference in objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Systematically explore the world (notice different types of insects).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 38: Children make predictions and experiment				
TODDLERS MAY	Ask simple questions about the natural world (“Where did the rainbow go?”).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Observe and/or manipulate objects and events to answer simple questions about the natural world.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Make guesses about what might happen based on past experience.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Goal 39: Children observe and describe the natural world				
TODDLERS MAY	Show understanding of how things grow and change.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Comment on what it takes to make things grow (“The plant needs water.”).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Ask questions about the earth.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify weather (sun, rain, snow).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify or labels earth’s materials (water, rocks, dirt, and leaves).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Demonstrate curiosity about the natural environment by asking “Why” questions (Why is the flower red?”).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Goal 40: Children differentiate between events that happen in the past, present, and future				
TODDLERS MAY	Remember and communicate what happened earlier in the day.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recall basics of recent events (are able to follow a daily routine).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipate recurring events in typical routines (“After I eat lunch, I will hear a story.”).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Connect new experiences to past experiences. Experiment with general terms related to the elements of time (“Today we are going to Grandma’s”).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Make predictions about what might happen in the future.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal 41: Children demonstrate awareness of location and spatial relationships				
TODDLERS MAY	Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Attempt to stack blocks as high or higher than themselves.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Match simple shapes (placing a shape on a shape board).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Explore gravity (push toy cars down an incline, such as a slanted board).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Goal 42: Children demonstrate knowledge of the relationship among people, places and geography				
TODDLERS MAY	Know different environments (sees pictures of fish and says “They live in water.”).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognize familiar buildings (home, school, post office, library, community building).	Cognitive	E. Scientific Discovery	2.3 Makes observations
Goal 43: Children demonstrate awareness of economic concepts				
TODDLERS MAY	Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Recognize and use objects for barter or trade during play (with assistance).	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Goal 44: Children demonstrate awareness of the relationship between humans and the environment				
TODDLERS MAY	Help with home and class routines that keep the house/classroom clean.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Discard trash in trash can.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognize and responds to characteristics of the environment (exclaims out loud when he/ she sees bird or a very tall tree).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 45: Children use technology appropriately				
TODDLERS MAY	Play with battery-operated toys and learning objects, with assistance.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Make mechanical toys work, if labeled safe for children under three years.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair).	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel				
TODDLERS MAY	Squeeze soft clay and dough into abstract shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeat the same song over and over.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Dance alone or with others.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	“Play” musical instruments (attempts to blow into a whistle or harmonica).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Explore roles through imaginative play, such as saying “Boo” to them.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Demonstrate preferences for favorite colors.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Move their body with increasing skill to express emotions and rhythms.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	March with musical instruments with support from adults.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Imitate simple songs and finger-play movements.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Watch and copy other children’s play activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Goal 47: Children demonstrate understanding and appreciation of creative arts				
TODDLERS MAY	Talk or sing to themselves for comfort or enjoyment.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

TODDLERS MAY	Enjoy finger plays (songs and games that use hands).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Respond to action words by performing the action (child starts to eat when caregiver says "Let's eat!").	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Respond by looking and attempting to locate when directed, toward a certain object ("There's a car").	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Listen to short and simple stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Change intonation and tone to communicate meaning.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use non-verbal gestures and body language to express needs and feelings (gives spontaneous hug).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate with familiar play partner (says sibling's name instead of crying).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use jargon along with regular words in conversation (child uses inflection to say sentence-like communication with embedded real words).	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Pay attention to speaker for at least a portion of a conversation.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Begin to demonstrate turn-taking in play and conversation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Make a related comment (adult says, "Here is your water." Child says "Cup." or "Water cup.").	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Make a formal verbal or sign request or response ("Please?" "Thank you.").	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Follow non-verbal directions (signal for "Come here").	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follow simple verbal direction in home language and attempt to make sense of direction given in English when accompanied by a non-verbal gesture.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Use sounds from home language when speaking in English (Spanish "v" may be pronounced like "b" so Spanish speaking child might say "bery" for "very").	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Have a larger vocabulary in home language and begin to acquire an English vocabulary.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Recall words from simple songs in home language and recognize words from songs in English.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Ask simple questions in home language; use gestures or single words to ask questions in English.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Sometimes insert words from home language while speaking in English.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Enjoy creating or participating in humorous situations (child puts shoe on head as a hat, child makes up a nonsense word).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal 49: Children listen and understand communication (receptive language)				
TODDLERS MAY	Follow directions with two related elements (“Get your boots and coat”).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Be willing to sit through most picture books and enjoys longer stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Understand a greater variety of words in the home and community (300 words by 24 months).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Show understanding of verb/action words (“Who is eating?” and points to a picture of child eating).	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Answer simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Begin to show understanding of concept words, such as big/little, hot/cold, fast/slow, one vs. all.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin to point to a greater variety of body parts when asked (chin, cheek, knee, etc.).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)				
TODDLERS MAY	Use mostly two- and some three-syllable words (“cracker,” “banana”).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Ask others to label unfamiliar objects and pictures by pointing and/or asking “what’s that?”.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Use adjectives to describe nouns (“red ball”).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Imitate simple two-word phrase/sentences.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use some pronouns (“Mine”; older toddler adds “My, me, I, you”).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use simple questions with rising intonation (“What’s that?”).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Use regular plural forms for nouns, sometimes (“boots”).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Use negatives (“I don’t want it.”) in English or home language.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to sing along with familiar songs and fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Use three-to four-word sentences with noun and verb.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begin to tell others about prior event with help from caregiver.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Say first name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Produce early developing sounds and vowels as they form simple words. Expect speech articulation errors.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Child's speech is 75 percent understandable by 36 months.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	By 24 to 36 months, demonstrate use of an expressive vocabulary of more than 100 words, or a combination of words and signs, or alternative communication, in home language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Goal 51: Children demonstrate appreciation and enjoyment of reading

TODDLERS MAY	Imitate tempo and speed of rhythm (clapping hands fast and clapping hands slowly, speaking fast and speaking slowly).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recite a song with the letters of the alphabet, with assistance (alphabet song).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Select specific details in a story and repeat them.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Complete a familiar rhyme or line from a familiar story or song by providing the last word ("The wheels on the (bus)").	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in rhyming games and songs with other children.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to understand that print represents words (pretend to read text).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Turn pages, usually a single page at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Purposefully use pop-up and interactive books (child understands purpose of different text features, such as lifting a popup window or petting fur on page).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Use action words to describe pictures (picture of person running, child says "run").	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Recalls specific characters or actions from familiar stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Enjoy books about different things (books about animals, occupations).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Respond to emotional expressions in a book (point to a happy face).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Recognize signs and images in public (stop signs, store signs).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Request favorite book to be read repeatedly.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
TODDLERS MAY	Look at books, magazines, and other printed matter without assistance and as through reading.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Make comments on book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Select books and magazines when asked to select favorite objects/toys.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Goal 52: Children use writing for a variety of purposes				
TODDLERS MAY	Enjoy “making a mark” on paper and in play outside.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Enjoy scribbling and may label pictures using scribble writing	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Begin to watch and imitate drawing a horizontal and vertical stroke as well as a circular motion.	Fine Motor	E. Writing	1.1 Writes or draws using mixed strokes
	Continue to observe and imitate adult writing behaviors.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Enjoy making large strokes and movements with paint and markers.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Draw simple pictures or scribble word-like marks to communicate a message or an idea, may label or tell a simple story related to their drawing.	Literacy	E. Writing	3.4 Writes using “scribble writing”

Preschoolers: 36–60+ Months

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

PRESCHOOLERS MAY	Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).	Gross Motor	C. Active Play	All
	Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Play actively with other children.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Spend most of the day moving and choosing activities and playmates.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Regularly participate in physical activity (walks, dances, plays organized or informal sports).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Participate in cooperative games with peers.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.	Gross Motor	C. Active Play	All

Goal 2: Children demonstrate strength and coordination of gross motor skills

PRESCHOOLERS MAY	Walk and run in circular paths (around obstacles and corners).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Crawl through a play tunnel or under tables.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Climb on play equipment.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Throw beanbags or large lightweight ball with progressively more accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Catches large balls with two hands, with progressively more skill for smaller balls.	Gross Motor	C. Active Play	1.3 Catches ball
	Kick ball forward.	Gross Motor	C. Active Play	1.4 Kicks ball
	Balance on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Hop forward on one foot without losing balance.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Jump on two feet and over small objects with balance and control.	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Gallop comfortably.	Gross Motor	B. Movement and Coordination	7.1 Gallops
	Pedal steadily when riding tricycle.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Walk up and down stairs, using alternating feet, with less and less assistance.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Jump sideways.	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Run with an even gait.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Maintain balance while bending or twisting.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Begin to use a racquet, paddle, bat, stick or club, or balls.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Hop with one foot at a time briefly.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Mount and pump a swing with no assistance.	Gross Motor	C. Active Play	2.1 Moves swing back and forth
	Skip.	Gross Motor	B. Movement and Coordination	7. Skips
	Run with an even gait and with few falls.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hops on each foot separately without support.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Maintain balance while bending, twisting, or stretching.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Move body into position to catch a ball, then throw the ball in the right direction.	Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Kick a large with some accuracy.	Gross Motor	C. Active Play	1.4 Kicks ball
	Alternate weight and feet while skipping or using stairs.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	7. Skips
	Throw a medium-size ball with some accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object

Goal 3: Children demonstrate stamina in daily activities

PRESCHOOLERS MAY	Carry light objects, bags, or backpack for a short distance.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Repetitively practice new skills.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).	Gross Motor	C. Active Play	All
	Follow along with guided movement activities, such as music and movement or child yoga/Zumba.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Ride a trike by pedaling for extended periods of time and distance.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Run 50 to 75 yards without stopping.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Engage in physical activities for at least one hour throughout each day.	Gross Motor	C. Active Play	All
	Complete extended activities such as short hikes or bike rides with supportive adults.	Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
	Initiate physical activities (movement games with other children, dancing to music).	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Pump on a swing for several minutes.	Gross Motor	C. Active Play	2.1 Moves swing back and forth
	Skip for 2 minutes.	Gross Motor	B. Movement and Coordination	7. Skips
	Jump and hop with increasing persistence.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 4: Children demonstrate strength and coordination of fine motor skills				
PRESCHOOLERS MAY	Eat with utensils.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Copy shapes and geometric designs.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Open and closes blunt scissors with one hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Cut paper on a straight line and on a curve but without precision.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Manipulate small objects with ease (strings beads, fits small objects into holes).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Fasten large buttons.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use large zippers	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Increase strength in fingers with age, progressing to using a stapler or hole punch.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Write some recognizable letters or numbers.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Remove and replaces easy-to-open container lids.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Fold paper and makes paper objects (airplanes, origami), with assistance.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Cut, draw, glue with materials provided.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Tie knots and shoe laces, with assistance.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Print some letters in own name.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Button large buttons on clothing.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Fit jigsaw puzzles with smaller pieces together.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)

PRESCHOOLERS MAY	Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.	Gross Motor	C. Active Play	All
	Move their body in response to sound, marching or dancing with rhythm.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Explore new foods through sight, smell and touch, eventually tasting.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Enjoy watching their own image in photo albums, videos and their motions in the mirror.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Match pairs of colors and patterns.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Match pairs of similar sounds.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Correctly identify high tones and low tones on a music instrument.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identify a variety of smells.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Echo back a rhythm of hand clapping or drumming.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Be willing to touch the unknown in a "feely bag".	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Match textures by feel such as plastic, furs, woods.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Experiment with music instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Use materials to create mosaic patterns.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 6: Children practice health skills and routines				
PRESCHOOLERS MAY	Use tissue to wipe own nose and throws tissue in wastebaskets.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Take care of own toileting needs.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Wash and dry hands before eating and after toileting, without assistance.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Cooperate and assist caregiver with tooth brushing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Identify health products (shampoo, toothpaste, soap).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Cover mouth when coughing.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognize and communicate when experiencing symptoms of illness.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Feed self with fork and spoon, without assistance.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Clean up spills.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Get a drink of water without assistance.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Dress and undress with minimal help.	Adaptive	C. Dressing and Undressing	All
	Choose own clothes to wear, when asked.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Put shoes on, without assistance.	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Choose to rest when he/she is tired.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Participate in helping younger siblings with personal care routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Get own snack out of the cabinet.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Wash face, without assistance.	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
	Cover mouth and nose when coughing and sneezing with elbow or tissue.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Use fork, spoon, and (sometimes) a blunt table knife.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Pour milk or juice easily and with minimal spills.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Dress and undresses in easy pull-on clothes, without assistance.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Brush and comb hair, with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Help select clothes appropriate for the weather.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 7: Children eat a variety of nutritious foods				
PRESCHOOLERS MAY	Participate in preparing nutritious snacks and meals.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Choose to eat foods that are healthy for the body, with assistance.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
	Be able to explain the primary function of certain foods (milk helps build strong bones).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Recognize foods from different food groups, with assistance.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Provide simple explanations for own and others' food allergies.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal 8: Children are kept safe, and learn safety rules				
PRESCHOOLERS MAY	Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Use and ask to use helmets when riding on movable toys	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Carry scissors and pencils with points down to avoid accidents.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Begin to look both ways before crossing street or road, and know to cross with adult assistance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Recognize danger and poison symbols and avoid those objects or areas.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Understand the difference between "safe touch" and "unsafe touch".	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follow emergency drill instruction (fire, earthquake, tsunami).	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Begin to try to help getting buckled into car seat.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Know not to accept rides, food, or money from strangers.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Know to not talk with strangers unless trusted adult is present and gives permission.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identify local hazards (thin ice, wildlife, dogs, moving water, guns).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Identify adults who can assist in dangerous situations (parent, teacher, police officer).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Consistently follow safety rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Understand why emergency drills are important.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Demonstrate safety rules as engages in dramatic play ("Tell your doll to keep his/her fingers away from the hot stove.").	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

PRESCHOOLERS MAY	Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Express affection for significant adult ("I love you.").	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Ask questions of adults to obtain information ("Why are we doing this?").	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Follow directions in different environments with minimal support ("Remember we use our whisper voices in the library.").	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Goal 10: Children develop positive relationships with other children

PRESCHOOLERS MAY	Separate willingly from adults to play with other children.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Make and maintains a positive relationship with at least one child (develops friendships).	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Participate in simple sequences of pretend play ("It's time to feed the baby, I will get the bottle, you change her diaper.").	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says "When I'm done YOU CAN have it.").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Use mostly words and some gestures to communicate ("Do you want to play with me?")	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Interact with other children positively ("I want to be the dad, who do you want to be?").	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Share materials and toys, with assistance ("That is mine." Adult: "You left it here and Carmen saw it."). Helps other children and follows suggestions given by another child ("I'll help you clean up." "Ok, you do the blocks.").	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Have positive relationships in different settings (child has friends at school and church).	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Maintain positive relationships with multiple children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Show understanding of another child's feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Attempt to solve problems, seeks adult assistance ("Can we take turns?").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Share materials and toys with other children.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Initiate more complex cooperative play, with three or more children, for extended periods of time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Play games with rules, with assistance (adult teaches a simple board game and then children play).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Play different roles and makes plans with children (leader, follower, dad, baby).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Complete projects with other children (children make a fort with sheets. The fort changes often.).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Demonstrate understanding of others' intentions or motives ("You wanted my toy because yours broke.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal 11: Children demonstrate awareness of behavior and its effects

PRESCHOOLERS MAY	Show empathy for physically hurt or emotionally upset child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Describe other children's positive, thoughtful, kind behaviors.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now.").	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Ask "why" questions about behavior he/she sees.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Describe how own actions make others feel and behave.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Cooperate with peers to complete a project with little conflict.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Guess how own and others' behavior will influence responses.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Goal 12: Children participate positively in group activities

PRESCHOOLERS MAY	Seek out other children to play with.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Notice and comment on who is absent from group settings.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identify self as a member of a group (family, culture, school).	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Use play to explore, practice and understand social roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Join a group of other children playing, with adult encouragement.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 13: Children adapt to diverse settings				
PRESCHOOLERS MAY	Explore objects and materials and interact with others in a variety of group settings.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Make smooth transitions from one activity/setting to the next during the day, with guidance	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Adjust behavior to different settings. Express anticipation of special events in different settings.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adjust to a variety of settings throughout the day.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Anticipate diverse settings and what will be needed in them, with assistance ("We are going to the library, so I will need the books.").	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 14: Children demonstrate empathy for others				
PRESCHOOLERS MAY	Notice and show concern for another child's feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Adopt a variety of roles and feelings during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Care for and doesn't destroy plants, flowers and other living things with guidance.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves.").	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Comfort family members or friends who are not feeling well or are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Express excitement about special events and accomplishments of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg.").	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal 15: Children recognize, appreciate, and respect similarities and differences in people				
PRESCHOOLERS MAY	Identify gender and other basic similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Compare similarities or differences of others (hair color, skin color).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develop awareness, knowledge and appreciation of own gender and cultural identity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Recognize others' abilities in certain areas (Maria is a fast runner).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Notice that children might use different words for the same object.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Explore a situation from another's perspective.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 16: Children show awareness of their unique self				
PRESCHOOLERS MAY	Describe self as a person with a mind, a body, and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Choose individual activities (doing puzzles, painting).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Participate in pretend play, assuming different roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Describe family members and begin to understand their relationship to one another.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show awareness of own thoughts, feelings, and preferences.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Describe own basic physical characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Try to get his/her way and express clear preferences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Test abilities through trial and error.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Test limits set by caregiver.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Develop awareness, knowledge, and appreciation of own gender and cultural identity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Share information about self with others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Know some important personal information (family's name, street name).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Play alone and with others, and enjoy him or herself.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Accept responsibilities and follow through on (helps with chores).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Request quiet time and space.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describe own skills and abilities in certain areas ("I like to paint.").	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

PRESCHOOLERS MAY	Express delight with mastery of a skill ("I did it myself.").	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Ask others to view own creations ("Look at my picture.").	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Demonstrate confidence in own abilities ("I can climb to the top of the big slide!").	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express own ideas and opinions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Enjoy process of creating.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Take on new tasks and improve skills with practice (catching a ball).	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Express delight over a successful project and want others to like it too.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Start a task and work on it until finished.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Goal 18: Children understand and follow rules and routines

PRESCHOOLERS MAY	Participate easily in routine activities (meal time, snack time, bedtime).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follow simple rules without reminders (handles toys with care).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Demonstrate increasing ability to use materials purposefully, safely, and respect	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Adapt to changes in daily schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Predict what comes next in the day, when there is an established and consistent schedule.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Manage transitions and adapt to changes in schedules and routines with adult support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Engage in and complete simple routines without assistance (puts coat on to go outside to play).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follow rules in different settings (lower voice when enters library).	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Explain simple family or classroom rules to others.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Manage transitions and adapt to changes in schedules and routines independently.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 19: Children regulate their feelings and impulses				
PRESCHOOLERS MAY	Express strong emotions constructively, at times with assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Recognize own feelings and desire to control self, with assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Wait for turn and sometimes show patience during group activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Stick with difficult tasks without becoming overly frustrated.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Express self in safe and appropriate ways (express anger or sadness without fights).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Show ability to control destructive impulses, with guidance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seek peaceful resolution to conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Stop and listen to instructions before jumping into activity, with guidance.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Goal 20: Children express appropriately a range of emotions				
PRESCHOOLERS MAY	Name and talk about own emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Use pretend play to understand and respond to emotions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Associate emotions with words and facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Express a broad range of emotions across settings, during play and interactions with peers and adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Share own excitement with peers, caregivers, and adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Acknowledge sadness about loss (change in caregiver, divorce, or death).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 21: Children demonstrate awareness of family characteristics and functions				
PRESCHOOLERS MAY	Recognize extended family members (cousins, aunts, uncles).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Talk about how other children have different family compositions.	Social-Communication	D. Social Use of Language	AEPS-3 CODF!B259=
	Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles				
PRESCHOOLERS MAY	Recognize others' capabilities in specific area ("That woman is good at fixing cars.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify some types of jobs and some of the tools used to perform those jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Goal 23: Children demonstrate civic responsibility				
PRESCHOOLERS MAY	Show awareness of group rules (wait before painting because the easels are full).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Help to make rules for free choice play ("Only four people at the sand table.").	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Follow rules while playing games and reminds others of the rules.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Respond to another child's needs by sometimes giving and sharing.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Invite other children to join groups or other activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Goal 24: Children demonstrate awareness and appreciation of their own and others' cultures

PRESCHOOLERS MAY	Follow rules and understand that there may be different rules for different places.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Share information about their family and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify themselves as members of a family or classroom.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Create art that contains realistic elements (pointing to one of their drawings and saying "This is my house.").	Literacy	E. Writing	2.1 Makes representational drawings
	Engage in pretend play and act out different settings or events that happen at home (being a doll's "Daddy" or using a spoon to feed a doll).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Demonstrate an awareness of and appreciation for personal characteristics ("That man is nice.", "She has red hair.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

PRESCHOOLERS MAY	Ask others for information ("What is that?" "Why is the moon round?").	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use "Why" to get additional information.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Develop personal interests (trains, farm animals).	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Ask a peer to join in play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Join a play activity already in progress.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Select new activities during play time (select characters for dress-up).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Engage in discussions about new events and occurrences ("Why did this happen?")	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Ask questions about changes in his/her world.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Look for new information and want to know more about personal interests.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Develop increasing complexity and persistence in using familiar materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Form a plan for an activity and act on it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 26: Children persist when facing challenges				
PRESCHOOLERS MAY	Focuses on tasks of interest to him/her.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Remains engaged in an activity for at least 5 to 10 minutes at a time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Completes favorite tasks over and over again.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses at least two different strategies to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Participates in meal time with few distractions.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Works on a task over a period of time, leaving and returning to it (block structure).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shifts attention back to activity at hand after being distracted.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Focuses on projects despite distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Accepts reasonable challenges and continues through frustration.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Cooperates with a peer or adult on a task.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Goal 27: Children demonstrate initiative				
PRESCHOOLERS MAY	Ask a peer to join in play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Join a play activity already in progress, with assistance.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Select new activities during play time (select characters for dress-up).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Make decisions about what activity or materials to work with from selection offered.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 28: Children approach daily activities with creativity and Imagination				
PRESCHOOLERS MAY	Invent new activities or games.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use imagination to create a variety of ideas.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Create acceptable rules for group activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Make up words, songs, or stories.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Express ideas through art construction, movement, or music.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Engage in extensive pretend play that includes role play (play "house" or "explorers").	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Investigate and experiment with materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Represent reality in a variety of ways (pretend play, drawing).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Invent projects and work on them.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in role play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Goal 29: Children learn through play and exploration				
PRESCHOOLERS MAY	Tell others about events that happened in the past.	Cognitive	B. Imitation and Memory	3. Relates past events
	Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Think out loud and talk through a situation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Work out problems mentally rather than through trial and error.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use a variety of methods to express thoughts and ideas (discussion, art activities).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrate long-term memory of meaningful events and interesting ideas.	Cognitive	B. Imitation and Memory	3. Relates past events
	Describe or act out a memory of a situation or action.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Seek information for further understanding.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use multiple sources of information to complete projects and acquire new information, with assistance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plan activities and set goals based on past experience.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Domain 4: Cognition and general knowledge

Goal 30: Children gain reasoning and critical thinking

PRESCHOOLERS MAY	Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Recognize and labels aspects of an event (long, fun).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Compare experiences, with adult assistance (recalls and compares play times with different children).	Cognitive	B. Imitation and Memory	3. Relates past events
	Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Explain reasoning behind a strategy or choice and why it did or didn't work.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").	Cognitive	B. Imitation and Memory	3. Relates past events

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

PRESCHOOLERS MAY	Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Follow detailed, multi-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 32: Children use symbols to represent objects				
PRESCHOOLERS MAY	Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use symbols or pictures as representation for talking.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use objects to represent real items in make-believe play (card becomes camera).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Represent simple objects through drawings, movement, mime, three-dimensional constructions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Goal 33: Children can distinguish between fantasy and reality				
PRESCHOOLERS MAY	Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Make connections between characters in books, stories, or movies, with people in real life.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Understand and express when fantasy is influencing actions ("I was just pretending to do that.").	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognize that some characters, places, and objects in stories, movies, television shows are not real.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 34: Children demonstrate knowledge of numbers and counting				
PRESCHOOLERS MAY	Quickly count objects up to four.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.	Math	A. Counting	3.2 Recites numbers 1–20
	Count to 10 from memory.	Math	A. Counting	2.2 Recites numbers 1–10
	Understand that the last number counted represents the number of objects in a set.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Recognize and write some numerals up to 10.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Understand that adding one or taking away one changes the number in a group of objects by exactly one.	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 toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Verbally count beyond 20, demonstrating an understanding of the number pattern.	Math	A. Counting	4.2 Recites numbers 1–30
	Use strategies to count large sets of objects (more than 10).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Know the number that comes before or after a specified number (up to 20).	Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	Recognize and order each written numeral up to 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length				
PRESCHOOLERS MAY	Compare two small sets of objects (five or fewer).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Make small series of objects (putting three or four objects in order by length).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use comparative language (“shortest,” “heavier,” “biggest”).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Build block buildings and include such structural features as arches and ramps.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use correct tools to measure different items (choosing a scale for weight and a cup for volume).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use measurement language (“This is three blocks long.”).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly add an object to an existing series (put longest block at end of row of increasing lengths).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Goal 36: Children sort, classify, and organize objects				
PRESCHOOLERS MAY	Sort objects and then counts and compares them.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Sort objects by one attribute into two or more groups (big, medium, and small).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Classify everyday objects that go together (mittens, hats, coats).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Copy, complete, and extend repeating patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Build block buildings and include such structural features as arches and ramps.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Count only those objects in a group that have a specific attribute (all of the red cars in a picture).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Place four or more objects or groups in order (number, length, etc.).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules ("These are all of the red ones, but these are all of the big ones.").	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Build complex block buildings, intentionally maintain such features as symmetry.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Help child create his or her own patterns ("What would it look like if we sorted blocks by color?").	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Suggest different rules for sorting (put a different color spoon with each plate).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Offer art projects that use shapes ("You can draw a house by putting a triangle on top of a square.", "You can draw a rectangle for the door.").	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Goal 37: Children collect information through observation and manipulation				
PRESCHOOLERS MAY	Identify and distinguish among senses (tastes, sounds, textures).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use non-standard tools (blocks, paper tubes) to explore the environment.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Try new experiences provided by adults and describe observations (mixing soil and water to make mud).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Seek information through observation, exploration, and conversations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify, describe, and compare objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Goal 38: Children make predictions and experiment				
PRESCHOOLERS MAY	Ask questions and finds answers through active exploration.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Make predictions and develops generalizations based on past experiences.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Communicate information learned from exploration of the natural world ("We picked lots of berries." "The snow was cold and wet.")	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Make reasonable explanations, without assistance.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe and discuss predictions, explanations, and generalizations based on past experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

AK Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal 39: Children observe and describe the natural world				
PRESCHOOLERS MAY	Identify things as living or non-living based on their characteristics (breathes, moves, grows).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe characteristics of plants, animals, and people ("That tree grew really tall!").	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Show understanding of changes in living things (plants, spider webs).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Ask questions about growth and change in plants and animals.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter ("Water is wet.").	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Goal 40: Children differentiate between events that happen in the past, present, and future				
PRESCHOOLERS MAY	With support, retell or reenact familiar stories, including such details as characters, phrases, and events.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate an awareness of important activities that are "coming up" or "in the near future" (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Goal 41: Children demonstrate awareness of location and spatial relationships				
PRESCHOOLERS MAY	Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Combine and separate shapes to make designs or pictures (complete shape puzzles)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use basic language to describe location ("I am under the bed.").	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly follow directions involving their own positions in space ("move forward," "sit behind," etc.).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

PRESCHOOLERS MAY	Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Be aware of characteristics of own geographic region ("It rains/snow here a lot.")	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognize where he/she is while traveling in familiar areas, most of the time.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Help to navigate on journeys ("After you pass the blue house, our house is next." "I live by the bus stop.").	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Goal 43: Children demonstrate awareness of economic concepts

PRESCHOOLERS MAY	Understand that money is needed to purchase goods and services.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Play store or restaurant with play or real money, receipts, credit cards, telephones.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Talk about what wants to be when he/she grows up.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Realize that making one choice means that you may not be able to do something else.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Recognize that people rely on others for goods and services	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Understand the concept of saving resources for use in the future.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Accurately name some coins and paper cash (penny, nickel, dollar).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize some things are owned by people and other things are collective goods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

PRESCHOOLERS MAY	Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognize things that do not belong in the environment (litter).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize, with adult support and guidance, how people can take care of the earth's resources.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Show interest in understanding how animals gather and store food, sleep, and live.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Goal 45: Children use technology appropriately

PRESCHOOLERS MAY	Uses a telephone to talk to familiar people, with assistance.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Identify some materials as natural or as human-made and explains how he/she knows the difference.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify ways in which technology helps people ("The wheelchair helps Alfonso get from one place to another. " "Email or texting lets you communicate with your friend Opal, who lives far away.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Consider, with adult guidance, what it must have been like to live without technology in an earlier time.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Use computer for simple 'point and click' operations on child-appropriate websites or software.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

PRESCHOOLERS MAY	Create new songs and dances or adds their own words to songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Express preferences for some different types of art, music, and drama.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Explore musical instruments and uses them to produce rhythms and tones.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Mold and build with dough and clay and then identifies and sometimes names their creation ("I make a dog and his name is Spot.").	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Act out plots and characters found in familiar stories.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate in pretend play with other children.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Intentionally create content in a work of art (picture, a playdough sculpture, etc.).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Write and act out stories based upon familiar topics or characters.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Goal 47: Children demonstrate understanding and appreciation of creative arts

PRESCHOOLERS MAY	Enjoy and engage with displays of art, music, and drama.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Express clear preferences for types of artwork or art activities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Plan art and shows with increasing care and persistence in completing it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Communicate about elements appearing in art, music and drama.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

PRESCHOOLERS MAY	Listen to others and take turns in a group discussion for a short period.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Respond to simple open-ended questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	State point of view, likes/dislikes, and opinions using words, signs or picture boards.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use multiple word sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Relay a simple message (from grandparent to parent).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Repeat words or ideas to be sure information is communicated.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begin to understand that non-family adults and peers may not understand home language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listen to others and responds in group conversations and discussions	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Enjoy telling jokes or creating humorous dramatic play.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Enjoy listening to stories from different sources (in person, audiobooks, podcasts).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begin conversation by making statements or asking questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Goal 49: Children listen and understand communication (receptive language)				
PRESCHOOLERS MAY	Follow directions that involve a two- or three-step sequence of actions which may not be related ("Please pick up your toys and then get your shoes").	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Show understanding of several shapes, colors (child able to find the green pillow when asked).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Answer "who, where, why, and how many" questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Know the difference between gender of self and peers.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Follow two- and three-part directions unfamiliar to the daily routine	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Use and understand complex sentences in home language.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Enjoy humor through word play (jokes, riddles, words that sound fun together).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to identify pairs of words that rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Begin to represent a storyline through drawing, acting, or singing, with assistance,	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Make grammatical adjustments in English (men instead of "mans," went instead of "goed").	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	Show increased understanding of advanced concept words, such as more/less, first/ last, big, bigger, biggest, morning/daytime/ nighttime.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Be able to stay engaged for longer periods of time for books, in conversations and/or stories.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

PRESCHOOLERS MAY	Use new vocabulary in spontaneous speech.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Ask the meaning of unfamiliar words and then experiment with using them.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use words to further describe actions or adjectives ("running fast" or "playing well").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use multiple words to explain ideas (when talking about primary caregiver says "mother/ father" and/or "parent").	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use words to express emotions (happy, sad, tired, scared).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Talk in sentences with five to six words to describe people, places, and events.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use words with past and future.	Social-Communication	C. Communicative Expression	3. Uses helping verbs
	Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house).	Social-Communication	C. Communicative Expression	3 (all)
	Describe a task, project, and/or event sequentially in three or more segments.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use prepositions in everyday language, sometimes needing assistance (at, in, under).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Child may go through a period of normal non-fluency or "stuttering".	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Be able to recall and describe a previous event, such as what they ate for breakfast.	Cognitive	B. Imitation and Memory	3. Relates past events
	Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Define words, with assistance ("Firefighters put out fires").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Be able to retell a 3-part story or event in sequence.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Use sentences in home language that show an emerging understanding of grammatical structure.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Speech is 90 to 100 percent understandable.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Express an idea in more than one way	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Expand vocabulary to include 1,000 to 2,000 words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Ask others for assistance to define new words in their vocabulary.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Show an interest in playing with language through joke telling and word play.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Goal 51: Children demonstrate appreciation and enjoyment of reading				
PRESCHOOLERS MAY	Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Find objects in a picture with the same beginning sound, with assistance.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Know first and last page of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Recognize some signs and symbols in environment (stop signs).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Use pictures to predict a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Recite some words in familiar books from memory.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Fill in missing information in a familiar story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Pretend to read a familiar book.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Compare stories with real life.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Produce the sound of many recognized letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Make up an ending for a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Use signs he/she sees for information ("no fishing" sign on dock).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Give opinion on books in terms of sections enjoyed.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Recognize beginning sound and letter in his or her name as well as some classmates.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	With prompting and support, run their finger under or over print as they pretend to read text.	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, direction of print).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Recognize differences among letters, words, and numerals.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Read own first name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Provide one or more words that rhyme with a single word (What rhymes with log?).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Use character voices when retelling a story or event.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begin to create and invent words by substituting one sound for another (Band-Aid/dambaid)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Recognize function of common labels in the environment (bathroom sign).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Use a simple cookbook, map, or similar printed material with assistance.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Enjoy “how-to” books, non-fiction, and reference books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Share and talk about books with peers.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Look for books of interest.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Show interest in learning to read and make attempts at ‘reading’ favorite books aloud.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

	AK Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PRESCHOOLERS MAY	Pay attention to story and engage during entire picture book read aloud.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Have a favorite author/illustrator or series of books	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Identify book parts and features such as the front, back, title and author.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Goal 52: Children use writing for a variety of purposes				
PRESCHOOLERS MAY	Know the difference between printed letters and drawings.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.	Literacy	E. Writing	2.1 Makes representational drawings
	Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).	Literacy	E. Writing	2.1 Makes representational drawings
	Attempt to copy letters of the alphabet.	Literacy	E. Writing	3. Writes words using conventional spelling
	Label pictures using letter-like marks.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Try to connect sounds in spoken words with the written form.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Show interest in using approximations of letters to write their own name or other familiar words.	Literacy	E. Writing	3.3 Copies entire first name
	May use invented spelling with consistent or logical beginning sound substitutions.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Attempt to convey meaning through writing.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Dictate a story for an adult to put in print.	Literacy	E. Writing	1.1 Dictates description of drawing
	Begin to hold marker/pencil in a tripod grasp (48 months).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Write/draw/illustrate for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	May attempt to write a short phrase or greeting.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	May print several alphabetic letters for given letter names.	Literacy	E. Writing	3. Writes words using conventional spelling
	Show an interest in writing his or her first name.	Literacy	E. Writing	3.2 Prints first name
	Make a simple storybook using pictures, personal experience or culture and some words, with assistance.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Create a variety of written products that may or may not communicate intended message phonetically.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Show an interest in copying simple words posted in the classroom or in the environment.	Literacy	E. Writing	3. Writes words using conventional spelling
	May attempt to independently write some words using invented spelling.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page