



## ALIGNMENT

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

WITH

**Florida Early Learning and Development Standards**

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

This document aligns the Florida Early Learning and Developmental Standards: Birth to Kindergarten [2017] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

Office of Early Learning. (2017). Florida Early Learning and Developmental Standards: Birth to Kindergarten. Retrieved from: <http://flbt5.floridaearlylearning.com/>

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## I. PHYSICAL DEVELOPMENT DOMAIN

### A. HEALTH AND WELLBEING

#### a. Active Physical Play

##### 1. Engages in physical activities with increasing balance, coordination, endurance and intensity

Birth-8 months	Benchmark a: Demonstrates beginning signs of balance, control and coordination	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
8-18 months	Benchmark a: Uses movement and senses to explore and learn	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
18-24 months	Benchmark a: Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	Gross Motor	C. Active Play	All
2-3 years (24-36 months)	Benchmark a: Engages in active physical play for short periods of time	Gross Motor	C. Active Play	All
3-4 years (36-48 months)	Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	Gross Motor	C. Active Play	All
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	Gross Motor	C. Active Play	All

#### b. Safety

##### 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

Birth-8 months	Not typically observed			
8-18 months	Not typically observed			
18-24 months	Benchmark a: Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
2-3 years (24-36 months)	Benchmark a: Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
3-4 years (36-48 months)	Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Consistently follows basic safety rules independently across different situations	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Benchmark b: Identifies consequences of not following safety rules	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

#### c. Personal Care Routines

##### 1. Responds to and initiates care routines that support personal hygiene

Birth-8 months	Not typically observed			
8-18 months	Benchmark a: Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
18-24 months	Benchmark a: Actively participates in simple steps of hygiene routines with adult	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
2-3 years (24-36 months)	Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
3-4 years (36-48 months)	Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Initiates and completes familiar hygiene routines independently	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

## d. Feeding and Nutrition

## 1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

Birth-8 months	Benchmark a: Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
8-18 months	Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Benchmark b: Shows interest in new foods that are offered	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Benchmark c: Shows preference for food choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark d: Explores food with fingers	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
18-24 months	Benchmark a: Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Benchmark b: Shows willingness to try new foods when offered on multiple occasions	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Benchmark c: Sometimes makes choices about which foods to eat when offered several choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark d: Distinguishes between food and non-food items	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
2-3 years (24-36 months)	Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Benchmark b: Expresses preferences about foods, specifically likes or dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3-4 years (36-48 months)	Benchmark a: Serves self or others by scooping or pouring from containers	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Benchmark b: Begins to recognize nutritious food choices and healthy eating habits	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Assists adults in preparing simple foods to serve to self or others	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Benchmark b: Recognizes nutritious food choices and healthy eating habits	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

## B. MOTOR DEVELOPMENT

## a. Gross Motor Development

## 1. Demonstrates use of large muscles for movement, position, strength and coordination

Birth-8 months	Benchmark a: Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)	Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
		Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
8-18 months	Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
18-24 months	Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
2-3 years (24-36 months)	Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
3-4 years (36-48 months)	Benchmark a: Begins to balance, such as on one leg or a beam, for short periods	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Benchmark b: Begins to perform some skills, such as jumping for height and hopping	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	Gross Motor	C. Active Play	All
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	Gross Motor	C. Active Play	All

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Demonstrates use of large muscles to move in the environment</b>				
Birth-8 months	Benchmark a: Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
8-18 months	Benchmark a: Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
18-24 months	Benchmark a: Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Gross Motor	C. Active Play	All
2-3 years (24-36 months)	Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Gross Motor	C. Active Play	All
3-4 years (36-48 months)	Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
<b>b. Gross Motor Perception (Sensorimotor)</b>				
<b>1. Uses perceptual information to guide motions and interactions with objects and other people</b>				
Birth-8 months	Benchmark a: Exhibits body awareness and starts to move intentionally	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
8-18 months	Benchmark a: Begins to act and move with intention and purpose	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Benchmark b: Begins to discover how the body fits and moves through space	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18-24 months	Benchmark a: Acts and moves with intention and purpose	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Benchmark b: Begins to demonstrate awareness of own body in space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark c: Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
2-3 years (24-36 months)	Benchmark a: Develops independence through coordinated and purposeful movements and activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Benchmark b: Demonstrates awareness of own body in space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
3-4 years (36-48 months)	Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Benchmark b: Demonstrates awareness of own body in relation to others	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark b: Demonstrates spatial awareness through play activities	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## c. Fine Motor Development

## 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

Birth-8 months	Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
8-18 months	Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
18-24 months	Benchmark a: Gains control of hands and fingers	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
2-3 years (24-36 months)	Benchmark a: Coordinates the use of hands and fingers	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
3-4 years (36-48 months)	Benchmark a: Uses various drawing and art tools with developing coordination	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

## 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

Birth-8 months	Benchmark a: Displays beginning signs of strength, control and eye-hand coordination	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
8-18 months	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
18-24 months	Benchmark a: Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
2-3 years (24-36 months)	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
3-4 years (36-48 months)	Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

## II. APPROACHES TO LEARNING DOMAIN

### A. EAGERNESS AND CURIOSITY

Birth-8 months	1. Shows awareness of and interest in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	1. Begins to show eagerness and curiosity as a learner	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18-24 months	1. Shows eagerness and curiosity as a learner	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2-3 years (24-36 months)	1. Shows increased eagerness and curiosity as a learner	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3-4 years (36-48 months)	1. Shows curiosity and is eager to learn new things and have new experiences	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4 years-Kindergarten (48 months-Kindergarten)	1. Shows increased curiosity and is eager to learn new things and have new experiences	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

### B. PERSISTENCE

Birth-8 months	1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8-18 months	1. Pays attention briefly and persists in repetitive tasks	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	1. Pays attention for longer periods of time and persists at preferred activities	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
2-3 years (24-36 months)	1. Spends more time engaging in child initiated activities and seeks and accepts help when encountering a problem	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
3-4 years (36-48 months)	1. Sustains attention for brief periods and finds help when needed	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 years-Kindergarten (48 months-Kindergarten)	1. Attends to tasks for a brief period of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

### C. CREATIVITY AND INVENTIVENESS

Birth-8 months	1. Notices and shows interest in and excitement about familiar objects, people and events	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
8-18 months	1. Approaches and explores new experiences in familiar settings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18-24 months	1. Explores the various new properties and uses for familiar objects and experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2-3 years (24-36 months)	1. Explores the environment with purpose and flexibility	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3-4 years (36-48 months)	1. Approaches daily activities with creativity	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4 years-Kindergarten (48 months-Kindergarten)	1. Approaches daily activities with creativity and inventiveness	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

### D. PLANNING AND REFLECTION

Birth-8 months	Not yet typically observed			
8-18 months	Not yet typically observed			
18-24 months	Not yet typically observed			
2-3 years (24-36 months)	Not yet typically observed			
3-4 years (36-48 months)	1. Shows initial signs of planning and learning from their experiences	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
4 years-Kindergarten (48 months-Kindergarten)	1. Demonstrates some planning and learning from experiences	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations



### III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

#### A. EMOTIONAL FUNCTIONING

##### 1. Expresses, identifies and responds to a range of emotions

Birth-8 months	Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
8-18 months	Benchmark a: Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
18-24 months	Benchmark a: Begins to physically respond to the feelings of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
2-3 years (24-36 months)	Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)	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
3-4 years (36-48 months)	Benchmark a: Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

##### 2. Demonstrates appropriate affect (emotional response) between behavior and facial expression

Birth-8 months	Benchmark a: Shows recognition of familiar adults and imitates their facial expressions	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
8-18 months	Benchmark a: Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
18-24 months	Benchmark a: Begins to put words to emotions in interactions with others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
2-3 years (24-36 months)	Benchmark a: Continues to expand the use of emotion words using them in appropriate settings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
3-4 years (36-48 months)	Benchmark a: Verbalizes own feelings and those of 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
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

## B. MANAGING EMOTIONS

### 1. Demonstrates ability to self-regulate

Birth-8 months	Benchmark a: Uses preferred adult to help soothe	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8-18 months	Benchmark a: Soothes with preferred adult during distress to help calm self	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-24 months	Benchmark a: Looks to adults to soothe and may use a transitional object during times of distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
2-3 years (24-36 months)	Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self regulate	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3-4 years (36-48 months)	Benchmark a: Begins to verbalize their emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

### 2. Attends to sights, sounds, objects, people and activities

Birth-8 months	Benchmark a: Attends to sights, sounds and people for brief and increasing periods of time	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8-18 months	Benchmark a: Exhibits joint attention	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
18-24 months	Benchmark a: Maintains focus for longer periods of time and persists at preferred activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2-3 years (24-36 months)	Benchmark a: Spends more time in child initiated activities	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
3-4 years (36-48 months)	Benchmark a: Begins to sustain attention for brief period of time in group activities	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS

### 1. Develops positive relationships with adults

Birth-8 months	Benchmark a: Experiences and develops secure relationship with a primary caregiver	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
8-18 months	Benchmark a: Develops secure and responsive relationships with consistent adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
18-24 months	Benchmark a: Enjoys games and other social exchanges with familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
2-3 years (24-36 months)	Benchmark a: Enjoys sharing new experiences with familiar adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
3-4 years (36-48 months)	Benchmark a: Develops positive relationships and interacts comfortably with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Develops positive relationships with peers</b>				
Birth-8 months	Benchmark a: Notices peers by looking, touching or making sounds directed toward the child	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
8-18 months	Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
18-24 months	Benchmark a: Plays alongside peers and engages in simple turn taking	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
2-3 years (24-36 months)	Benchmark a: Seeks out other children and plays alongside and on occasion with other children	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3-4 years (36-48 months)	Benchmark a: Builds social relationships and becomes more connected to other children	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Benchmark b: Demonstrates strategies for entry into social play with peers	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Benchmark c: Develops an initial understanding of bullying	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn taking	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Benchmark c: Responds appropriately to bullying behavior	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>3. Develops increasing ability to engage in social problem solving</b>				
Birth-8 months	Benchmark a: Signals when there is a problem to seek adult attention and support	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
8-18 months	Benchmark a: Demonstrates emotional expressions to signal for adult assistance	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
18-24 months	Benchmark a: May imitate others in resolving problems using simple actions	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
2-3 years (24-36 months)	Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
3-4 years (36-48 months)	Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>4. Exhibits empathy by demonstrating care and concern for others</b>				
Birth-8 months	Benchmark a: Cries when hearing other children cry	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
8-18 months	Benchmark a: Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
18-24 months	Benchmark a: Notices the emotions of others and engages in an intentional action in response	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
2-3 years (24-36 months)	Benchmark a: Recognizes that others have feelings different than their own and often responds with comforting actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
3-4 years (36-48 months)	Benchmark a: Responds to the emotions of others with comforting words or actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>D. SENSE OF IDENTITY AND BELONGING</b>				
<b>1. Develops sense of identity and belonging through play</b>				
Birth-8 months	Benchmark a: Eagerly bids for attention of adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8-18 months	Benchmark a: Expectantly bids for attention from adults and other children	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-24 months	Benchmark a: Seeks out preferred companions and eagerly engages in parallel play with others	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
2-3 years (24-36 months)	Benchmark a: Continues to engage in parallel play but also begins to play with other preferred playmates	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3-4 years (36-48 months)	Benchmark a: Continues to play with preferred playmates	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Engages in associative play and begins to play cooperatively with friends	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
<b>2. Develops sense of identity and belonging through exploration and persistence</b>				
Birth-8 months	Benchmark a: Shows interest and inclination to explore without adult direction	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8-18 months	Benchmark a: Explores for extended periods and delights in discoveries	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
18-24 months	Benchmark a: Capable of sustained independent play at activities the child enjoys	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2-3 years (24-36 months)	Benchmark a: Continues sustained independent play while participating in more complex activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3-4 years (36-48 months)	Benchmark a: Continues sustained independent play and participates in more planned group activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>3. Develops sense of identity and belonging through routines, rituals and interactions</b>				
Birth-8 months	Benchmark a: Begins to respond positively to familiar routines and rituals initiated by familiar adult	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
8-18 months	Benchmark a: Responds positively to and expects patterned routines, rituals and interactions initiated by an adult	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
18-24 months	Benchmark a: Begins to initiate and participate in some familiar routines and rituals	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2-3 years (24-36 months)	Benchmark a: Initiates and participates in the rituals and routines of the day	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3-4 years (36-48 months)	Benchmark a: Begins to show a willingness to be flexible if routines must change in minor ways	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Demonstrates willingness to be flexible if routines must change	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
<b>4. Develops sense of self-awareness and independence</b>				
Birth-8 months	Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark b: Begins to recognize own abilities and preferences	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
8-18 months	Benchmark a: Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Recognizes own abilities and preferences	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Benchmark c: Responds to name when called	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
18-24 months	Benchmark a: Initiates independent problem-solving efforts but appropriately asks for support from adults when needed	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Benchmark b: Begins to verbally or non-verbally communicate own preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark c: Begins to recognize obvious physical similarities and differences between self and others	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
2-3 years (24-36 months)	Benchmark a: Verbally or nonverbally communicates more clearly on needs and wants	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Benchmark b: Communicates verbally or nonverbally own preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
3-4 years (36-48 months)	Benchmark a: Increasingly uses words to communicate needs and wants	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Benchmark b: Begins to recognize preferences of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark d: Begins to identify self as part of a group (e.g., class or family)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark b: Recognizes preferences of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

## IV. LANGUAGE AND LITERACY DOMAIN

## A. LISTENING AND UNDERSTANDING

## 1. Demonstrates understanding when listening

Birth-8 months	Benchmark a: Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Benchmark b: Responds to gestures of adults	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Benchmark c: Responds to gestures that indicate understanding of what is being communicated	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
8-18 months	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Benchmark b: Uses gestures to direct adult attention	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark c: Responds to adult's request using gestures or simple words showing an understanding of what is being said	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Benchmark b: Responds appropriately to simple requests	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2-3 years (24-36 months)	Benchmark a: Engages in multiple back-and forth communicative interactions with adults and peers during creative play and in purposeful and novel situations	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Benchmark b: Listens to and attends to spoken language and read aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
3-4 years (36-48 months)	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Increases knowledge through listening</b>				
Birth-8 months	Benchmark a: Reacts to environmental sounds and verbal communication	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Benchmark b: Turns head toward familiar sounds	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Benchmark c: Responds to repeated words and phrases	Social-Communication	A. Early Social Communication	2. Produces speech sounds
8-18 months	Benchmark a: Responds to vocalizations during daily routines	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Benchmark b: Responds by turning and smiling when name is spoken	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Benchmark c: Begins to responds to adult questions	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
18-24 months	Benchmark a: Responds verbally and nonverbally to spoken language	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to participate in simple conversations	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Benchmark c: Responds to language during conversations, songs, stories or other experiences	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
2-3 years (24-36 months)	Benchmark a: Responds to an adult's simple questions about what is being learned	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	Benchmark b: Participates in simple conversations	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3-4 years (36-48 months)	Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Benchmark b: Observes simple aspects of child's world and responds and reacts	Cognitive	E. Scientific Discovery	2.3 Makes observations
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>3. Follows directions</b>				
Birth-8 months	Benchmark a: Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
8-18 months	Benchmark a: Focuses attention on speaker when asked to do something	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
18-24 months	Benchmark a: Follows simple one-step directions with scaffolding	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
2-3 years (24-36 months)	Benchmark a: Follows multi-step directions with reminders	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
3-4 years (36-48 months)	Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

## B. SPEAKING

## 1. Speaks and is understood when speaking

Birth-8 months	Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
8-18 months	Benchmark a: Increases vocalizations	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
18-24 months	Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
2-3 years (24-36 months)	Benchmark a: Speaks and is understood by familiar peer or adult most of the time	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3-4 years (36-48 months)	Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

## C. VOCABULARY

## 1. Shows an understanding of words and their meanings (receptive)

Birth-8 months	Benchmark a: Begins to look at familiar people, objects or animals when they are named	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
8-18 months	Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
18-24 months	Benchmark a: Points to pictures in book when named and/or points to body parts when asked	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Benchmark b: Responds to requests (typically understands approximately 300 words)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
2-3 years (24-36 months)	Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Benchmark b: Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
3-4 years (36-48 months)	Benchmark a: Begins to demonstrate understanding of age- appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Demonstrates understanding of age- appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
	Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>



FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Uses increased vocabulary to describe objects, actions and events (expressive)</b>				
Birth-8 months	Benchmark a: Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	Benchmark a: Uses a number of different words and begins using two or more words together	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2-3 years (24-36 months)	Benchmark a: Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3-4 years (36-48 months)	Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark b: Uses a variety of word-meaning relationships (e.g., part- whole, object-function, object-location)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark c: Identifies unfamiliar words asking for clarification	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## D. SENTENCES AND STRUCTURE

## 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Birth-8 months	Benchmark a: Begins to play with speech sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
8-18 months	Benchmark a: Produces utterances of one, occasionally two, units of meaning in length	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Produces words of which approximately half are nouns	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
18-24 months	Benchmark a: Produces utterances of two units of meaning in length	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
2-3 years (24-36 months)	Benchmark a: Produces utterances of three to four units of meaning in length	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Produces words and phrases using the present progressive "ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.")	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
3-4 years (36-48 months)	Benchmark a: Produces utterances of four to five units of meaning in length	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped," "We're building.")	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs

## 2. Connects words, phrases and sentences to build ideas

Birth-8 months	Not typically observed			
8-18 months	Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
18-24 months	Benchmark a: Produces phrases of two words including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Benchmark b: Produces phrases of two words that convey negation (e.g., "no more," "kitty go")	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
2-3 years (24-36 months)	Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down," "I did it.")	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark b: Asks basic questions (e.g., "Mommy gone?")	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
3-4 years (36-48 months)	Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies," "My shirt's got blue flowers.")	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark b: Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Benchmark c: Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Uses sentences with more than one phrase	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

## E. CONVERSATION

## 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

Birth-8 months	Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	Benchmark a: Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., "more," "milk," "all done") and single words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	Benchmark a: Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
2-3 years (24-36 months)	Benchmark a: Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3-4 years (36-48 months)	Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

## 2. Asks questions, and responds to adults and peers in a variety of settings

Birth-8 months	Benchmark a: Responds to changes in tone of voice	Social-Communication	D. Social Use of Language	1. Follows social conventions of language
8-18 months	Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	Benchmark a: Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
2-3 years (24-36 months)	Benchmark a: Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-and-forth exchanges	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh</i> - questions
3-4 years (36-48 months)	Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>3. Demonstrates understanding of the social conventions of communication and language use</b>				
Birth-8 months	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
8-18 months	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargonizing, and/or single word)	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
18-24 months	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
2-3 years (24-36 months)	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
3-4 years (36-48 months)	Benchmark a: Demonstrates awareness of nonverbal conversational rules	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language

## F. EMERGENT READING

## 1. Shows motivation for and appreciation of reading

Birth-8 months	Benchmark a: Shows enjoyment of the sounds and rhythms of language	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
8-18 months	Benchmark a: Begins to show interest in print and books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
18-24 months	Benchmark a: Shows growing interest in print and books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Benchmark b: Learns that pictures represent real objects, events and ideas (stories)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
2-3 years (24-36 months)	Benchmark a: Shows increased interest in print and books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Benchmark c: Pretends to read print or books	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
3-4 years (36-48 months)	Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Benchmark b: Begins to make real-world connections between stories and real-life experiences	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Benchmark d: Asks to be read to or asks the meaning of written text	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
	Benchmark e: Participates in conversations that demonstrate appreciation of printed materials	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Benchmark b: Makes real-world connections between stories and real-life experiences	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>2. Shows age-appropriate phonological awareness</b>				
Birth-8 months	Not typically observed			
8-18 months	Not typically observed			
18-24 months	Not typically observed			
2-3 years (24-36 months)	Benchmark a: Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3-4 years (36-48 months)	Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Distinguishes individual words within spoken phrases or sentences	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
<b>3. Shows alphabetic and print knowledge</b>				
Birth-8 months	Not typically observed			
8-18 months	Not typically observed			
18-24 months	Not typically observed			
2-3 years (24-36 months)	Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3-4 years (36-48 months)	Benchmark a: Recognizes that print conveys meaning	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Recognizes that print conveys meaning	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>4. Demonstrates comprehension of books read aloud</b>				
Birth-8 months	Benchmark a: Responds to adult reading a book	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
8-18 months	Benchmark a: Interacts with an adult reading a book	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
18-24 months	Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
2-3 years (24-36 months)	Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
3-4 years (36-48 months)	Benchmark a: Retells or reenacts parts of a story after it is read aloud	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Benchmark b: Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>G. EMERGENT WRITING</b>				
<b>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</b>				
Birth-8 months	Not typically observed			
8-18 months	Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	Literacy	E. Writing	3.4 Writes using "scribble writing"
18-24 months	Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	Literacy	E. Writing	3.4 Writes using "scribble writing"
2-3 years (24-36 months)	Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas	Literacy	E. Writing	3.4 Writes using "scribble writing"
3-4 years (36-48 months)	Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	Literacy	E. Writing	2.1 Makes representational drawings
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Benchmark b: Uses letter-like shapes or letters to write words or parts of words	Literacy	E. Writing	3.1 Writes using developmental spelling
	Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well- formed letters	Literacy	E. Writing	3.2 Prints first name

## V. MATHEMATICAL THINKING DOMAIN

### A. NUMBER SENSE

Birth-8 months	1. Attends to objects in play, such as reaching or looking for more than one object	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2. Observes songs and finger plays that involve numbers and quantity	Cognitive	E. Scientific Discovery	2.3 Makes observations
8-18 months	1. Attends to quantities when interacting with objects	Math	A. Counting	1. Counts out 3 items
	2. Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for "more" or "saying all gone"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	1. Uses number words or sign language to identify small amounts referring to quantity	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	2. Begins to count groups of one and two objects in daily routine	Math	A. Counting	1. Counts out 3 items
2-3 years (24-36 months)	1. Subitizes (immediately recognizes without counting) up to two objects	Math	A. Counting	1.2 Recites numbers 1–3
	2. Begins to count groups of one to five objects in daily routine	Math	A. Counting	1. Counts out 3 items
3-4 years (36-48 months)	1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects	Math	A. Counting	1. Counts out 3 items
	2. Counts and identifies the number sequence "1 to 10"	Math	A. Counting	2. Counts out 10 items
	3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	4. Identifies the last number spoken tells "how many" up to five (cardinality)	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	5. Counts sets constructed by the teacher to five and beyond	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	6. Constructs and counts sets of one to five and beyond	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
4 years-Kindergarten (48 months-Kindergarten)	1. Subitizes (immediately recognizes without counting) up to five objects	Math	A. Counting	1. Counts out 3 items
	2. Counts and identifies the number sequence "1 to 31"	Math	A. Counting	3. Counts out 20 items
	3. Demonstrates one-to one correspondence when counting objects placed in a row (one to 15 and beyond)	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
	4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	5. Constructs and counts sets of objects (one to 10 and beyond)	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	6. Uses counting and matching strategies to find which is more, less than or equal to 10	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	7. Reads and writes some numerals one to 10 using appropriate activities	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

### B. NUMBER AND OPERATIONS

Birth-8 months	1. Explores objects in hands	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
8-18 months	1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
18-24 months	1. Demonstrates an understanding that "adding to" increases the number of objects in the group	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
2-3 years (24-36 months)	1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	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
3-4 years (36-48 months)	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	2. Changes size of a set of up to five objects by combining and taking away	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
4 years-Kindergarten (48 months-Kindergarten)	1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy



## C. PATTERNS

Birth-8 months	1. Explores objects with different characteristics	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	1. Matches objects that have a singular attribute (e.g., color, shape, size)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Explores two objects by making direct comparisons	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
18-24 months	1. Begins to recognize patterns in the environment (e.g., clap two times)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Begins to order three to five objects using one attribute through trial and error	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
2-3 years (24-36 months)	1. Recognizes patterns in the environment	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
3-4 years (36-48 months)	1. Notices a pattern with a missing object and completes the pattern by filling in the missing object	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Begins to duplicate a pattern from a model	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies and extends a simple AB repeating pattern	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Duplicates a simple AB pattern using different objects	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## D. GEOMETRY

Birth-8 months	1. Begins to notice shapes in the environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
8-18 months	1. Notices shapes in the environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
18-24 months	1. Begins to match basic shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Begins to sort familiar objects into two groups based on size	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
2-3 years (24-36 months)	1. Matches basic shapes (circle, square) nonverbally	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3-4 years (36-48 months)	1. Recognizes and names typical shapes (circle, square, triangle)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Matches a wider variety of shapes and orientations	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3. Explores three-dimensional shapes in the environment through play	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4 years-Kindergarten (48 months-Kindergarten)	1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

## E. SPATIAL RELATIONS

Birth-8 months	1. Explores the properties of objects and watches how they move	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
8-18 months	1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Explores objects with different shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
18-24 months	1. Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Begins to manipulate objects by flipping, sliding and rotating to make them fit	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2-3 years (24-36 months)	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Manipulates objects by flipping, sliding and rotating to make them fit	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
3-4 years (36-48 months)	1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Demonstrates directionality, order and position of objects by following simple directions	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 years-Kindergarten (48 months-Kindergarten)	1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Uses directions to move through space and find places in space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## F. MEASUREMENT AND DATA

Birth-8 months	1. Explores objects in various ways	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	1. Explores and shows awareness of the size and weight of object with adult assistance	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
18-24 months	1. Uses appropriate size words or gestures (small, big) to describe objects accurately	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2-3 years (24-36 months)	1. Uses increasingly complex size words to accurately describe objects	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Compares sets of objects by one attribute (e.g., sort by size)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
3-4 years (36-48 months)	1. Uses size words to label objects	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Explores two objects by making direct comparisons in length, weight and size using a single attribute	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	4. Participates in group sorting and data collection	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
4 years-Kindergarten (48 months-Kindergarten)	1. Measures object attributes using a variety of standard and nonstandard tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	5. Begins to predict the results of data collection	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

## VI. SCIENTIFIC INQUIRY DOMAIN

### A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY

#### 1. Uses senses to explore and understand their social and physical environment

Birth-8 months	Benchmark a: Responds to information received through the senses	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Benchmark b: Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
8-18 months	Benchmark a: Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
18-24 months	Benchmark a: Begins to identify some sense organs	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
2-3 years (24-36 months)	Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Benchmark b: Begins to use senses to observe and experience the environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
3-4 years (36-48 months)	Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Uses senses to observe and experience objects and environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

#### 2. Uses tools in scientific inquiry

Birth-8 months	Benchmark a: Responds to people and objects in simple ways	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months	Benchmark a: Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
2-3 years (24-36 months)	Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
3-4 years (36-48 months)	Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>3. Uses understanding of causal relationships to act on social and physical environments</b>				
Birth-8 months	Benchmark a: Begins to explore/notice cause and effect (e.g., crying to get needs met)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
8-18 months	Benchmark a: Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
18-24 months	Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
2-3 years (24-36 months)	Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Benchmark b: Recognizes and begins to respond to results of own actions	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
3-4 years (36-48 months)	Benchmark a: Makes simple predictions and reflects on what caused something to happen	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Benchmark b: Participates in and discusses simple experiments	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Benchmark b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Benchmark d: Shares findings and outcomes of experiments	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
<b>B. LIFE SCIENCE</b>				
<b>1. Demonstrates knowledge related to living things and their environments</b>				
Birth-8 months	Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
8-18 months	Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
18-24 months	Benchmark a: Explores, interacts with and identifies some plants and animals	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2-3 years (24-36 months)	Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3-4 years (36-48 months)	Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Benchmark b: Begins to notice the similarities and differences among various living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark d: Explores the differences between living and non-living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark b: Notices the similarities and differences among various living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark c: Understands that all living things grow, change and go through life cycles	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark d: Begins to distinguish between living and non-living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark e: Observes that living things differ with regard to their needs and habitats	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

## C. PHYSICAL SCIENCE

## 1. Demonstrates knowledge related to physical science

Birth-8 months	Benchmark a: Displays interest in movement of objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Benchmark c: Uses senses to gain knowledge about objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	Benchmark a: Demonstrates ability to move objects	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	Fine Motor	A. Sensory Exploration	2.1 Generates specific questions for investigation
18-24 months	Benchmark a: Demonstrates ability to push and pull objects	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2-3 years (24-36 months)	Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Benchmark d: Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
3-4 years (36-48 months)	Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## D. EARTH AND SPACE SCIENCE

## 1. Demonstrates knowledge related to the dynamic properties of earth and sky

Birth-8 months	Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Touches sand, soil and mud	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark c: Begins to exhibit curiosity about objects in the sky and environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8-18 months	Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Explores sand, soil and mud	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark c: Begins to observe the sun, clouds and transition from day to night	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark d: Begins to identify day and night	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
18-24 months	Benchmark a: Engages in structured play with water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Engages in structured play with sand, soil and mud activities	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark d: Uses basic vocabulary to describe day and night	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark e: Uses emerging vocabulary to describe basic weather	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2-3 years (24-36 months)	Benchmark a: Begins to explore and investigate the properties of water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Benchmark b: Begins to explore and investigate the properties of sand, soil and mud	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark d: Describes daytime and nighttime through drawing, naming or pretend play	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Benchmark e: Observes and discusses weather	Cognitive	E. Scientific Discovery	2.3 Makes observations
3-4 years (36-48 months)	Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark e: Observes and discusses weather changes day to day	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Benchmark d: Compares the daytime and nighttime cycle	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>E. ENVIRONMENT</b>				
<b>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</b>				
Birth-8 months	Benchmark a: Recognizes familiar people and objects in the immediate environment	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
8-18 months	Benchmark a: Begins to identify familiar people and objects in the environment	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
18-24 months	Benchmark a: Identifies familiar people and objects in the environment	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
2-3 years (24-36 months)	Benchmark a: Begins to describe familiar people and objects in the environment	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Benchmark b: Begins to participate in activities to protect the environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
3-4 years (36-48 months)	Benchmark a: Describes familiar people and objects in the environment	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Benchmark b: Participates in activities to protect the environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Demonstrates how people use objects and natural resources in the environment	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
<b>F. ENGINEERING AND TECHNOLOGY</b>				
<b>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</b>				
Birth-8 months	Not yet typically observed			
8-18 months	Benchmark a: Attempts to use objects as tools	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
18-24 months	Benchmark a: Uses simple tools to explore	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
2-3 years (24-36 months)	Benchmark a: Uses props to represent simple tools through play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Benchmark c: Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Gross Motor	C. Active Play	All
3-4 years (36-48 months)	Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Cognitive	C. Active Play	All
4 years-Kindergarten (48 months-Kindergarten)	Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	Cognitive	C. Active Play	All

## VII. SOCIAL STUDIES DOMAIN

## A. CULTURE

Birth-8 months	1. Experiences own family practices (traditions, celebrations, songs, food or language)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
8-18 months	1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
18-24 months	1. Participates in own family practices (traditions, celebrations, songs, food or language)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
2-3 years (24-36 months)	1. Identifies family practices (traditions, celebrations, songs, food or language)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
3-4 years (36-48 months)	1. Begins to identify self as a member of a culture	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Begins to understand everyone belongs to a culture	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	3. Explores culture of peers and families (classroom)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies self as a member of a culture	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Understands everyone belongs to a culture	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	3. Explores culture of peers and families in the classroom and community	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## B. INDIVIDUAL DEVELOPMENT AND IDENTITY

Birth-8 months	1. Begins to explore characteristics of self (eyes, nose and hair)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
8-18 months	1. Begins to recognize characteristics of self (eyes, nose and hair)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Begins to recognize ability to impact surroundings	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
18-24 months	1. Recognizes characteristics of self (eyes, nose and hair)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Recognizes ability to impact surroundings	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
2-3 years (24-36 months)	1. Begins to recognize characteristics of self as an individual	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Begins to recognize the ways self is similar to and different from peers and others	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
3-4 years (36-48 months)	1. Recognizes characteristics of self as an individual	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Recognizes the ways self is similar to and different from peers and others	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies characteristics of self as an individual	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Identifies the ways self is similar to and different from peers and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings



FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
C. INDIVIDUALS AND GROUPS				
Birth-8 months	1. Begins to recognize family members	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
8-18 months	1. Identifies family members	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
18-24 months	1. Begins to recognize self as separate from others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Begins to respond to the needs of others (e.g., peers and family members)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	3. Begins to participate in routines (e.g., family, classroom, school and community)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2-3 years (24-36 months)	1. Recognizes self as separate from others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Responds to the needs of others (e.g., peers and family members)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	3. Begins to follow routines (e.g., family, classroom, school and community)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
3-4 years (36-48 months)	1. Identifies self and others as part of a group	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2. Identifies groups within a community	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies differences and similarities of self and others as part of a group	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2. Explains the role of groups within a community	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Exhibits leadership skills and roles (e.g., line leader and door holder)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

## D. SPACES, PLACES AND ENVIRONMENTS

Birth-8 months	1. Responds to people and objects	Cognitive	A. Early Social Communication	1. Turns and looks toward person speaking
8-18 months	1. Responds in varied ways to people and objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	1. Begins to recognize own personal space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2-3 years (24-36 months)	1. Begins to identify own personal space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Explores own environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	3. Recognizes basic physical characteristics (e.g., landmarks or land features)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	4. Uses words to describe objects in a familiar space	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3-4 years (36-48 months)	1. Recognizes the relationship of personal space to surroundings	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Identifies own environment and other locations	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3. Identifies basic physical characteristics (e.g., landmarks or land features)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	4. Begins to use spatial words (e.g., far/close, over/under and up/down)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies the relationship of personal space to surroundings	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Identifies differences and similarities between own environment and other locations	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	4. Uses spatial words (e.g., far/close, over/under and up/down)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

## E. TIME, CONTINUITY AND CHANGE

Birth-8 months	1. Begins to respond to schedules	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
8-18 months	1. Responds to schedules	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
18-24 months	1. Recognizes and responds to schedules (e.g., time to eat when hungry)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2-3 years (24-36 months)	1. Begins to sequence events	Cognitive	B. Imitation and Memory	3. Relates past events
	2. Begins to recognize time events and routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3-4 years (36-48 months)	1. Recognizes sequence of events to establish a sense of order and time	Cognitive	B. Imitation and Memory	3. Relates past events
	2. Explores changes that take place over time in the immediate environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
4 years-Kindergarten (48 months-Kindergarten)	1. Identifies changes within a sequence of events to establish a sense of order and time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Observes and recognizes changes that take place over time in the immediate environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

## F. GOVERNANCE, CIVIC IDEALS AND PRACTICES

Birth-8 months	1. Responds to people and objects	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	2. Uses senses to solve problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Recognizes familiar people and objects	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
8-18 months	1. Responds to simple requests	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	2. Begins to recognize cause and effect of actions	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	3. Responds in varied ways to people and objects	Social-Emotional	D. Social Use of Language	3.3 Responds to topic initiations from others
18-24 months	1. Begins to follow simple requests	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	2. Responds to problems in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3. Shows more complex responses to people and objects	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
2-3 years (24-36 months)	1. Begins to recognize expectations in varying settings	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	2. Demonstrates emerging problem-solving and decision-making skills	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Begins to recognize common symbols in the environment	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3-4 years (36-48 months)	1. Begins to recognize and follow rules and expectations in varying settings	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Begins to participate in problem solving and decision making	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Begins to recognize national patriotic symbols (e.g., flag and eagle)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
4 years-Kindergarten (48 months-Kindergarten)	1. Recognizes and follows rules and expectations in varying settings	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Participates in problem solving and decision making	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>G. ECONOMICS AND RESOURCES</b>				
Birth-8 months	1. Begins to actively seek out responses	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	1. Begins to communicate wants and needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
18-24 months	1. Communicates wants and needs to others	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
2-3 years (24-36 months)	1. Initiates more complex interactions to get wants and needs met	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	2. Shows awareness of occupations	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
3-4 years (36-48 months)	1. Begins to recognize the difference between wants and needs	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2. Recognizes familiar people who perform different occupations	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
4 years-Kindergarten (48 months-Kindergarten)	1. Recognizes the difference between wants and needs	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2. Begins to recognize that people work to earn money to buy things they need or want	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
<b>H. TECHNOLOGY AND OUR WORLD</b>				
Birth-8 months	1. Responds to people and objects	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8-18 months	1. Responds in varied ways to people and objects	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
18-24 months	1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2-3 years (24-36 months)	1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3-4 years (36-48 months)	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
4 years-Kindergarten (48 months-Kindergarten)	1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

## VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

## A. SENSORY ART EXPERIENCE

Birth-8 months	1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8-18 months	1. Chooses from a wide variety of open-ended, diverse and process oriented sensory materials to engage in the art experience	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
18-24 months	1. Combines a variety of open-ended, process oriented and diverse art materials to explore technique with intention	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
2-3 years (24-36 months)	1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
3-4 years (36-48 months)	1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4 years-Kindergarten (48 months-Kindergarten)	1. Combines with intention a variety of open-ended, process oriented and diverse art materials	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

## B. MUSIC

Birth-8 months	1. Responds to music in a variety of ways	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months	1. Begins to discover and engage in creative music experiences	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
18-24 months	1. Discovers and engages in creative music experiences	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
2-3 years (24-36 months)	1. Begins to engage in a variety of individual and group musical activities	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
3-4 years (36-48 months)	1. Engages in a variety of individual and group musical activities with more coordinated intention	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
4 years-Kindergarten (48 months-Kindergarten)	1. Actively participates in a variety of individual and group musical activities	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

## C. CREATIVE MOVEMENT

Birth-8 months	1. Uses movement to show increasing body awareness in response to own environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
8-18 months	1. Begins to use movement to express feelings and/or communicate an idea	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	1. Uses movement to express feelings and/or communicate an idea	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	2. Responds and moves in creative ways while listening to music, stories and/or verbal cues	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
2-3 years (24-36 months)	1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
3-4 years (36-48 months)	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4 years-Kindergarten (48 months-Kindergarten)	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

FL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>D. IMAGINATIVE AND CREATIVE PLAY</b>				
Birth-8 months	1. Imitates familiar experiences in own life	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
8-18 months	1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
18-24 months	1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
2-3 years (24-36 months)	1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3-4 years (36-48 months)	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4 years-Kindergarten (48 months-Kindergarten)	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
<b>E. APPRECIATION OF THE ARTS</b>				
Birth-8 months	1. Responds spontaneously to different forms of art in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months	1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	1. Begins to respond to own art and to a variety of artistic expressions of others	Literacy	E. Writing	1.2 Verbally labels representational drawings
	2. Begins to show preferences for various art forms	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
2-3 years (24-36 months)	1. Responds to own art and to a variety of artistic expressions of others	Literacy	E. Writing	1.2 Verbally labels representational drawings
	2. Shows preferences for various art forms	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3-4 years (36-48 months)	1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4 years-Kindergarten (48 months-Kindergarten)	1. Uses appropriate art vocabulary to describe own art creations and those of others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Compares own art to similar art forms	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	Cognitive	E. Scientific Discovery	4. Transfers knowledge