



ALIGNMENT

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

WITH

New York State Prekindergarten Learning Standards

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

This document aligns the content from *The New York State Prekindergarten Learning Standards* [2019] 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.

New York State Department of Education. (2019). *The New York State Prekindergarten Learning Standards: A Resource for School Success*. Retrieved from: https://earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf

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Domain 1: Approaches to Learning

Play and Engagement in Learning

1. Actively engages in play as a means of exploration and learning.

a) Interacts with a variety of materials through play.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
b) Participates in multiple play activities with same material.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
c) Engages in pretend and imaginative play – testing theories, acting out imagination.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
d) Self-selects play activity and demonstrates spontaneity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
e) Uses “trial and error” method to figure out a task, problem, etc.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
f) Demonstrates awareness of connections between prior and new knowledge.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

2. Actively engages in problem solving.

a) Identifies a problem and tries to solve it independently.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
b) Attempts multiple ways to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
c) Communicates more than one solution to a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
d) Engages with peers and adults to solve problems.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

Creativity and Imagination

3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences or activities.

a) Uses materials/props in novel ways to represent ideas, characters, and objects.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
b) Identifies new or additional materials to complete a task.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
c) Experiments to further knowledge.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
d) Seeks additional clarity to further understanding.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
e) Demonstrates innovative thinking	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

a) Asks questions using who, what, how, why, when, where, what if.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
b) Expresses an interest in learning about and discussing a growing range of ideas.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
c) Actively explores how things in the world work.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
d) Investigates areas of interest.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
f) Willingly engages in new experiences and activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Persistence

5. Demonstrates persistence.

a) Maintains focus on a task.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
b) Seeks assistance when the next step seems unclear or appears too difficult.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
c) Modifies strategies used to complete a task.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Domain 2: Physical Development and Health

Physical Development

1. Uses senses to assist and guide learning.

a) Identifies sights, smells, sounds, tastes and textures.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
c) Communicates to discuss sights, smells, sounds, tastes, and textures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

2. Uses sensory information to plan and carry out movements.

a) Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
b) Exhibits appropriate body movements when carrying out a task.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
c) Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

3. Demonstrates coordination and control of large muscles.			
a) Displays an upright posture when standing or seated.	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
b) Maintains balance during sitting, standing, and movement activities.	Gross Motor	A. Body Control and Weight Transfer	5.2 Maintains sitting position in chair
	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
c) Runs, jumps, walks in a straight line, and hops on one foot.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Gross Motor	B. Movement and Coordination	5.1 Runs
	Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
d) Navigates stairs using alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
4. Combines a sequence of large motor skills with and without the use of equipment.			
a) Navigates age appropriate playground equipment.	Gross Motor	C. Active Play	2.2 Climbs play equipment
b) Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.).	Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7 (All)
	Gross Motor	C. Active Play	All
c) Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

5. Demonstrates eye-hand coordination and fine motor skills.

a) Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
b) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
c) Uses buttons, zippers, snaps, hooks, and tape successfully.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Physical Fitness

6. Engages in a variety of physical fitness activities.

a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7 (All)
c) Participates in activities designed to strengthen major muscle groups.	Gross Motor	C. Active Play	All
d) Participates in activities to promote balance and flexibility.	Gross Motor	C. Active Play	All

Physical Health and Well Being

7. Demonstrates personal care and hygiene skills.

a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Adaptive	B. Personal Care Routines	2. (All)
	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
b) Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
c) Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

8. Demonstrates awareness and understanding of healthy habits.

a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
b) Demonstrates ways to self-soothe during times of stress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
c) Talks about food choices in relationship to allergies and overall health.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
d) Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Physical Safety

9. Demonstrates awareness and understanding of safety rules.

a) Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult’s hand when walking on sidewalks or near a street).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
b) Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
c) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
d) Explains how to get help in emergency situations (e.g., communicates their guardian’s name and phone number).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Domain 3: Social and Emotional Learning (SEL)

Self-Awareness and Self-Management Skills

1. Regulates responses to needs, feelings and events.

a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	Social-Emotional	E. Meeting Social Expectations	2.3 Remains with group during large-group activities
b) Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Responds to familiar adult’s positive social behavior
c) Demonstrates an ability to independently modify behavior in different situations.	Social-Emotional	E. Meeting Social Expectations	2.2 Responds appropriately to directions during large-group activities

2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests.

a) Describes self, using several different characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
c) Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
e) Identifies the range of feelings one experiences over time and that feelings can change.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
f) Identifies likes and dislikes, needs and wants, strengths and challenges.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
g) Exhibits confidence and pride in home language and culture.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Social Awareness and Relationships with Others

3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).

a) Interacts with significant adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
b) Seeks guidance from primary caregivers, teachers and other familiar adults.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
c) Transitions into unfamiliar setting with the assistance of familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

4. Develops positive relationships with their peers.

a) Approaches children already engaged in play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
b) Interacts with other children (e.g., in play, conversation, etc.).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
c) Shares materials and toys with other children.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
e) Develops close friendship with one or more peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
f) Offers support to another child or shows concern when a peer seems distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

5. Demonstrates pro-social problem-solving skills in social interactions.

a) Seeks input from others about a problem.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
c) Uses and accepts compromise; with assistance.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Decision-Making Skills

6. Understands and follows routines and rules.

a) Displays an understanding of the purpose of rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
b) Engages easily in routine activities (e.g., story time, snack time, circle time).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
c) Uses materials purposefully, safely and respectfully as set by group rules.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
d) With assistance, understands that breaking rules has a consequence.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
e) Applies rules in new, but similar situations.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
f) Demonstrates the ability to create new rules for different situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Adaptability

7. Adapts to change.

a) Easily separates themselves from parent or caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
b) Transitions, with minimal support, between routine activities and new/unexpected occurrences.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
c) When appropriate, adjusts behavior for different settings and/or events.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
d) Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Domain 4: Communication, Language and Literacy

Part 4A: Approaches to Communication (AC)

Motivation

1. Demonstrates motivation to communicate.

a) Participates in small or large group activities for story telling, singing or finger plays.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
b) Asks questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
c) Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
d) Initiates and extends conversations, both verbally and nonverbally.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
e) Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Background Knowledge

2. Demonstrates they are building background knowledge.

a) Asks questions related to an item, event or experience.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
b) Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
c) Attempts to use new vocabulary correctly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
d) Makes comparisons to words and concepts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Viewing

3. Demonstrates understanding of what is observed.

a) Uses vocabulary relevant to observations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Asks questions related to visual text and observations.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
c) Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, "he is sad").	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Vocabulary

4. Demonstrates a growing receptive vocabulary.

a) Understands and follows spoken directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
b) Identifies pictures related to words (e.g., points to the correct picture in book if prompted).	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
c) Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
d) Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

5. Demonstrates a growing expressive vocabulary.

a) Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
b) Increasingly uses more complex words in conversation.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
c) Uses new and rare words introduced by adults or peers.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
d) Begins to use appropriate volume and speed so spoken message is understood.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
e) Initiates conversations about a book, situation, event or print in the environment.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Representing

6. Demonstrates their ability to express ideas using a variety of methods.

a) Uses facial expressions, body language, gestures, or sign language to express ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
c) Uses visual media to represent an actual experience.	Literacy	E. Writing	2.1 Makes representational drawings
d) Reviews and reflects on their own representations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
e) Writes and/or draws spontaneously to communicate meaning with peers and adults during play.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Part 4B: English Language Arts and Literacy

Reading Foundations

Print Concepts

1. Demonstrates understanding of the organization and basic features of print.

a) Recognizes that words are read from left to right, top to bottom, and page to page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
b) Recognizes that spoken words are represented in written language.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
c) Understand that words are separated by spaces in print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
d) Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
e) Recognize that letters are grouped to form words.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
f) Differentiate letters from numerals.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
g) Identifies front cover and back cover.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Phonological Awareness

2. Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).

a) Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays).	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
b) Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball).	Literacy	B. Phonological Awareness	3 (All)
c) Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Phonics and Word Recognition

3. Demonstrates emergent phonics and word analysis skills.

a) Demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
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Fluency

4. Displays emergent reading behaviors with purpose and understanding.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
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Reading

Key Ideas and Details

5. Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
6. Retells stories or share information from a text.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
7. Develops and answers questions about characters, major events, and pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
8. Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
9. Interacts with a variety of genres (e.g., storybooks, poems, songs).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
10. Describes the role of an author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Integration of Knowledge and Ideas

11. Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
12. Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/ character make them think of, what do they remember).	Cognitive	E. Scientific Discovery	2.3 Makes observations

Writing

Text Types and Purposes

13. Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
14. Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
15. Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
16. Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem).	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Research to Build and Present Knowledge

17. Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink).	Cognitive	E. Scientific Discovery	2.3 Makes observations
18. Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are).	Cognitive	E. Scientific Discovery	2.3 Makes observations

Speaking and Listening

Comprehension and Collaboration

19. Participates in collaborative conversations with diverse peers and adults in small and large groups and during play.

a) Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
b) Participates in conversations through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
c) Considers individual differences when communicating with others.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
20. Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling).			
21. Identifies the speaker.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Presentation of Knowledge and Ideas

22. Describes familiar people, places, things and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
23. Creates a visual display (e.g., drawing, art work, building, writing).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
24. Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing).	Social-Communication	C. Communicative Expression	All

Language

25. Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Literacy	E. Writing	3. Writes words using conventional spelling
26. Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.	Literacy	E. Writing	3. Writes words using conventional spelling

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Knowledge of Language

27. Explores and uses new vocabulary in child-centered, authentic, play-based experiences.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
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Vocabulary Acquisition and Use

28. Explores and discusses word relationships and word meanings.

a) Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
b) Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
29. Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.	Cognitive	B. Imitation and Memory	2. Imitates novel words

Domain 5A: Cognition and Knowledge of the World: Mathematics

Counting and Cardinality

Know number names and the count sequence

1. Counts to 20.	Math	A. Counting	3. Counts out 20 items
2. Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

Counts to tell the number of objects

3. Understands the relationship between numbers and quantities to 10, connects counting to cardinality.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
3a) When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence).	Math	A. Counting	2. Counts out 10 items
3b) Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4a) Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4b) Given a number from 1-10, counts out that many objects.	Math	A. Counting	2. Counts out 10 items

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Compares numbers

6. Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies).

Math

B. Quantitative Relations

All

7. Identifies first and last related to order or position.

Operations and Algebraic Thinking

Understands addition as adding to, and understand subtraction as taking from

8. Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).

Math

D. Addition and Subtraction

1.3 Solves picture or object problems using count all strategy

Math

D. Addition and Subtraction

2.1 Solves picture or object subtraction problems with set of 10 or less

Understands simple patterns

9. Duplicates and extends simple patterns using concrete objects (e.g., what comes next?).

Measurement and Data

Describes and compares measurable attributes

10. Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

Cognitive

C. Conceptual Knowledge

3.2 Classifies according to physical attribute

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Sorts objects and counts the number of objects in each category

11. Sorts objects and shapes into categories; counts the objects in each category.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
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Geometry

Identifies and describes shapes (squares, circles, triangles and rectangles)

12. Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
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13. Names shapes regardless of size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
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Explores and creates two and three-dimensional objects

14. Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
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15. Creates and builds shapes from components (e.g., sticks, blocks, clay).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
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Domain 5B: Cognition and Knowledge of the World: Science

Physical Science

1. Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid.

a) Observes and describes similarities and differences between solids and liquids based on their physical properties.	Cognitive	E. Scientific Discovery	2.3 Makes observations
b) Compares and categorizes solids and liquids based on their physical properties.	Cognitive	E. Scientific Discovery	2.3 Makes observations

2. Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull.

a) Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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3. Plans and conducts investigations to provide evidence that sound is produced by vibrating materials.

a) Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
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Life Sciences

4. Observes familiar plants and animals (including humans) and describes what they need to survive.

a) Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
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NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

5. Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment.

a) Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
b) Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals).	Cognitive	E. Scientific Discovery	2.3 Makes observations

6. Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.

a) Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
b) Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Earth and Space Sciences

7. Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns.

a) Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon’s shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
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NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

8. Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.			
a) Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
b) Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot)).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
9. Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface.			
a) Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Engineering Design			
10. Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
11. Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
12. Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

Domain 5C: Cognition and Knowledge of the World: Social Studies

Individual Development and Cultural Identity

1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community.

a) Identifies self by using characteristics such as eye color, hair color, age.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b) Describes how each person is unique and important.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
c) Identifies as a member of a group.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

2. Demonstrates awareness and appreciation of their own culture and other cultures.

a) Talks about and/or shows items related to cultural traditions (e.g. Describes some of the dances, foods, and special events related to culture).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Describes own community and/or cultural group.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Civic Ideals and Practices

3. Demonstrates an understanding of roles, rights, and responsibilities.

a) Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
b) Recognizes that people depend on community helpers to provide goods and services.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
c) Identifies the tools and equipment that correspond to various roles and jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
d) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

4. Begins to learn basic civic and democratic principles.

a) Expresses that rules are for everyone.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
b) Identifies rules that protect themselves and others.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
c) Describes possible consequences when rules are not followed.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
d) Participates in making group rules and/or rules for daily routines and transitions.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
e) Follows rules and may remind others of the rules.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
f) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Geography, Humans and the Environment

5. Demonstrates knowledge of the relationship between people, places, and regions.

a) Identifies features of own home and familiar places.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Names the street, neighborhood, city and/or town where they live.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
c) Uses words that indicate direction, position and relative distance.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
d) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Time, Continuity and Change

6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.

a) Identifies routines and common occurrences in own life.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
b) Identifies changes over time in themselves, their families, and in the wider community.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
c) Retells important events in sequential order.	Cognitive	B. Imitation and Memory	3. Relates past events
d) Demonstrates interest in current events that relate to family, culture, and community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house”.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Economic Systems

7. Develops a basic understanding of economic concepts within a community.

a) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
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Domain 5D: Cognition and Knowledge of the World: The Arts

Dance

1. Creates dance.

a) Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
b) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

2. Performs dance.

a) Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
b) Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
c) Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

3. Responds to dance.

a) Identifies a movement in a dance by repeating it.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
b) Demonstrates observed or performed movements originating from diverse dance genres (e.g., tap, ballet, contemporary) and imitate those dance movements.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
c) Observes a movement and shares impressions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NY Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4. Connects to dance.			
a) Recognizes the expression of emotion while watching or performing a dance.	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
b) Demonstrates a dance movement experienced at home or elsewhere.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
c) Observes a work of dance, replicates movements and asks questions about the choreography.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Media Arts			
5. Creates media arts.			
a) Discovers and explores media arts tools.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
6. Produces media arts.			
a) Explores various ways to present media artwork.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
7. Responds and connects to media arts.			
a) Explores and discusses the components of a variety of media artwork (i.e., still and moving images, humanmade images (like drawings, Claymation) or characters (puppets), real-life video, text, etc.).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Music

8. Creates music.

a) Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
b) Shares musical ideas with peers.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

9. Performs music.

a) Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression- singing songs, moving in time to the music with dance props or bodily movements).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
b) Practices and demonstrates what they like about their own performances.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

10. Responds to music.

a) Demonstrates and states personal preference for varied musical selections provided by the teacher.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
c) Responds appropriately to aural and visual cues.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

11. Connects to music.

a) Explores and imitates sounds found in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
b) Imagines and describes places, times, and reasons for making and listening to music.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
c) Performs/explores folk music from a variety of cultures.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
d) Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Theater

12. Creates theatrical arts.

a) Transitions between imagination and reality in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
b) Uses non-representational materials to create props, puppets, and costume pieces for dramatic play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
c) Uses gestures, words, sounds, and movements in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

13. Performs theatrical arts.

a) Identifies characters and setting in dramatic play or guided drama.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
b) Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
c) Uses body and voice to communicate emotions in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

NY Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
14. Responds to theatrical arts.			
a) Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Discusses the experiences of characters in dramatic play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
c) Makes connections between themselves and a character.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
15. Connects to theatrical arts.			
a) Identifies the similarities between a story and personal experiences in dramatic play.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
b) Identifies stories that are similar to one another in dramatic play.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
c) Tells a short story in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Visual Arts			
16. Creates visual arts.			
a) Engages in self-directed imaginative play with a variety of materials and/or art-making tools.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
b) Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
c) Shares and talks about personal artwork.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
17. Presents visual arts.			
a) Selects art objects for saving or display, explaining why they are chosen.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Identifies places, both inside and outside of school, where art can be displayed or saved.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

NY Standard

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

18. Responds to visual arts.

a) Recognizes and shares preferences and/or reactions to art in one's environment.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
b) Distinguishes between images and real objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
c) Selects a preferred artwork.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

19. Connects to visual arts.

a) Imagines, invents, and creates art that tells a story about life.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
b) Recognizes that people make works of art and design.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function