



## ALIGNMENT

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

## **WITH Alabama Standards for Early Learning and Development**

## **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Alabama's Standards for Early Learning and Development**

This document aligns the content from *Alabama's Standards for Early Learning and Development (ASELD)* [2020] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

Alabama Department of Early Childhood Education. (2020). *Alabama's Standards for Early Learning and Development*. Retrieved from: <https://children.alabama.gov/for-educators/aseld/>

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AL Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Section 1: Relationships and Connections				
Social Emotional Development (SED)				
SED1: Myself				
SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.				
By 9-12 months, most INFANTS will	1aI-1 Explore movement of hands, feet, body, and objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1aI-2 Show joy or smile and coo at own image in the mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	1aI-3 Respond to name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	1aI-4 Express likes and dislikes (preferences) through vocalizations or gestures	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	B. Communicative Understanding	3.2 Vocalizes to another person expressing negative affective state
	1aI-5 Recognize how actions affect others	Social-Communication	A. Early Social Communication	2.2 Repeats part of interactive game or action in order to continue game or action
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Show awareness of specific body parts; point to ears, mouth, nose, etc.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	1aYT-2 Recognize self in the mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	1aYT-3 Say name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	1aYT-4 Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1aYT-5 Express self as individual through gestures and actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Name own physical characteristics or body parts	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1aOT-2 Begin to show self consciousness or embarrassment during some social situations	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	1aOT-3 Use first person pronouns to refer to self	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1aOT-4 Name likes and dislikes (preferences) when asked	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	1aOT-5 Display assertiveness	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Recognize similarities and differences in own and others' personal characteristics	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	1aYP-2 Call attention to self in photos or videos	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	1aYP-3 Demonstrate knowledge of personal information	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	1aYP-4 Use words to demonstrate knowledge of own preferences	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	1aYP-5 Stand up for own rights	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Differentiate themselves by physical characteristics	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1aOP-2 Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	1aOP-3 Connect adult's actions to own accomplishments or actions	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	1aOP-4 Make choices based on likes and dislikes (preferences)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	1aOP-5 Stand up for rights of others	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SED1b: Self-Esteem: Children will demonstrate emerging confidence in their own abilities.</b>				
By 9-12 months, most INFANTS will	1bl-1 Indicate needs and wants; participate as adult attends to needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	1bl-2 Show beginning awareness of own skills and expectation of results from an action	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	1bl-3 Explore the environment when adult is nearby	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1bl-4 Show pleasure at accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Alternate between doing things independently and wanting help or comfort	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	1bYT-2 Demonstrate confidence in the ability to make things happen	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	bYT-3 Explore the environment on own, but check back with a familiar adult occasionally	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	1bYT-4 Show others something that's been completed	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Show pride in attempting to complete self-help or personal care tasks independently	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	1bOT-2 Attempt new tasks or activities with interest	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	1bOT-3 Participate in varied and new experiences with adult encouragement	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	1bOT-4 Show joy in accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Show confidence in ability to complete routines independently	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	1bYP-2 Select more challenging activities with confidence	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	1bYP-3 Independently seek out play areas or activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	1bYP-4 Demonstrate one's accomplishments to others with pride	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Show confidence in ability by taking on new tasks	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	1bOP-2 Show pride in completion of challenging tasks and activities	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	1bOP-3 Invite peers to join play or activity	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	1bOP-4 Describe accomplishments with detail	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SED2: My Feelings				
SED2a: Manage Feelings: Children will identify, manage, and express their feelings.				
By 9-12 months, most INFANTS will	2a-1 Respond to adult's expression of feelings	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	2a-2 Express a range of emotions through body movements, crying or laughing	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2a-3 Rely on familiar adults for comfort	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	2a-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Imitate adult's expression of feelings	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	2aYT-2 Communicate feelings through gestures, actions, or basic words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	2aYT-3 Stay near or cling to familiar adult during times of distress or discomfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2aYT-4 Show awareness of others' expressed feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Recognize feelings when named by adult	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2aOT-2 Label basic emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2aOT-3 Seek out adult or use a comfort item during times of distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2aOT-4 Respond in caring ways to others' expressions of feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Name basic emotions when demonstrated by others or represented in books	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	2aYP-2 Express own feelings through actions or words	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2aYP-3 Seek reassurance from adult in anticipation of a difficult task	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2aYP-4 Express concern or interest for others' needs or feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Associate basic emotions with words, expressions or gestures or actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2aOP-2 Communicate feelings or emotions in socially-acceptable ways	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	2aOP-3 Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	2aOP-4 Respond with empathy and compassion at others' expression of emotion	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SED2b: Self-Regulation: Children will begin to self-regulate.</b>				
By 9-12 months, most INFANTS will	2bl-1 Self soothe to calm	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2bl-2 Regulate reaction to stressors by looking away or seeking adult attention	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2bl-3 Exhibit behaviors to obtain adult help to solve a problem	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Find comfort in a familiar setting or calm with familiar adult or object	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2bYT-2 Adjust behavior in response to adult cues and reactions	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	2bYT-3 Imitate other children's problem-solving techniques	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	2bYT-4 Use temper tantrums to express distress or displeasure	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Imitate self-regulation strategies when guided by an adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	2bOT-2 Manage behaviors with adult help	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2bOT-3 Seek help from adult to solve a problem	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	2bOT-4 Show defiance	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Use self-regulation strategies to calm down with adult guidance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2bYP-2 Show awareness of how actions and behavior affect others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	2bYP-3 Identify a solution for a problem with adult support	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	2bYP-4 Start and stop activities with warnings and cues	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Independently use self-regulation strategies to solve simple problems	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2bOP-2 Adapt behavior to accommodate situation or adult response	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	2bOP-3 Independently solve simple problems	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	2bOP-4 Transition to new activities independently when asked	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SED 3: MY RELATIONSHIPS				
SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.				
By 9-12 months, most INFANTS will	3aI-1 Show secure attachment or seek to be near familiar adult	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3aI-2 Communicate needs to familiar adults through vocalizations and gestures	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	3aI-3 Initiate simple back and forth play with adult	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
By 18-24 months, most YOUNG TODDLERS will	3aYT-1 Rely on adult as a safe base for exploring the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	3aYT-2 Look to familiar adult for help	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	3aYT-3 Participate in back and forth activities with adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
By 36 months (3 years), most OLDER TODDLERS will	3aOT-1 Separate from adult for play but check back often for support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	3aOT-2 Ask familiar adult for help	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	3aOT-3 Initiate interactions and play with adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3aYP-1 Separate from trusted adult without distress	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	3aYP-2 Accept guidance and information from trusted adults	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	3aYP-3 Interact with adults in varied ways	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 60 months (5 years), most OLDER PRESCHOOLERS will	3aOP-1 Separate and easily accept explanation for parting with trusted adult	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	3aOP-2 Cooperate with adult guidance to achieve adult approval	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	3aOP-3 Initiate and engage with familiar adults to share mutual interests	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.</b>				
By 9-12 months, most INFANTS will	3bl-1 Show interest in other children, and notice their actions or faces	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3bl-2 Imitate the sounds and actions of others	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
By 18-24 months, most YOUNG TODDLERS will	3bYT-1 Show interest in other children when near	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	3bYT-2 Respond to other children's emotional expressions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 36 months (3 years), most OLDER TODDLERS will	3bOT-1 Play alongside others, occasionally sharing or interacting with others	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	3bOT-2 Recognize and respond to that other children's expression of feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3bYP-1 Form relationships with a few children	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	3bYP-2 Use comforting words or actions to respond to another child's distress	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	3bYP-3 Demonstrate strategies for entry into social play with peers	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
By 60 months (5 years), most OLDER PRESCHOOLERS will	3bOP-1 Sustain relationships with other children for an extended period of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	3bOP-2 Take the perspective of another child and respond in a manner that is supportive	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	3bOP-3 Play with peers in a coordinated manner including assigning roles, materials and actions	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	3bOP-4 Engage in prosocial behavior during play (cooperating, turn-taking, sharing)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments



AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies (SST)				
SST1: Social Systems				
<b>SST1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.</b>				
By 9-12 months, most INFANTS will	1aI-1 Respond to immediate family/adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	1aI-2 Show affection for familiar adults and children	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Recognize immediate family members	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	1aYT-2 Seek out family members to have needs met	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Identify immediate family members	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	1aOT-2 Imitate role of family member	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	1aOT-3 Recognize known versus unknown adults in child's life	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Name immediate family members	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	1aYP-2 Describe actions or roles of specific family member	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1aYP-3 Identify personal relationships with significant adults	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Name extended family members (aunts, grandparents, etc.)	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	1aOP-2 Talk about relationships with other family members	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1aOP-3 Discuss how families differ and how they are the same	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>SST1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.</b>				
By 9-12 months, most INFANTS will	1bI-1 Seek comfort from familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	1bI-2 Show anticipation of daily events	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Separate from caregiver in familiar settings	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	1bYT-2 Participate in simple routines with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	1bYT-3 Look to adult for assistance	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Identify self as part of a group	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	1bOT-2 Participate in an adult led routine with adult support	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	1bOT-3 Follow simple rules, with adult reminders	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Identify a group they belong to	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1bYP-2 Comply with schedules and routines throughout their environment	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	1bYP-3 Understand that rules may be different in different places or situations	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	1bYP-4 Display interest in helping others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Differentiate groups they belong to	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1bOP-2 Follow routines and schedules	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	1bOP-3 Understand natural and logical consequences for not following rules	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	1bOP-4 Seek out opportunities for leadership	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SST1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.</b>				
By 9-12 months, most INFANTS will	1cl-1 Show enjoyment when adult names or plays games like “peekaboo” or “This Little Piggy”	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	1cl-2 Show interest in others’ differences in appearance	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	1cl-3 Explore culturally diverse music and books, with adult support	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	1cYT-1 Gaze at self in the mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	1cYT-2 Show curiosity and explore characteristics of others	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	1cYT-3 Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
By 36 months (3 years), most OLDER TODDLERS will	1cOT-1 Identify own traits and characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1cOT-2 Recognize the way self is the same or different than others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	1cOT-3 Recognize that people celebrate different events or have different customs	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1cYP-1 Describe own traits and characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1cYP-2 Identify differences and similarities in physical characteristics of self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	1cYP-3 Identify traditions of family and other cultures	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
By 60 months (5 years), most OLDER PRESCHOOLERS will	1cOP-1 Compare traits and characteristics of self with others	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	1cOP-2 Discuss differences and similarities between themselves and others	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1cOP-3 Show appreciation of own culture or customs	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SST2: Social Studies Concepts				
SST2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.				
By 9-12 months, most INFANTS will	2aI-1 Depend on others to meet needs and wants	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2aI-2 Explore costumes and props that represent community helpers	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Express wants and needs with simple phrases or gestures	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	2aYT-2 Engage with costumes and props that represent community helpers	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Request specific strategies to alleviate needs and wants	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	2aOT-2 Recognize community helpers through uniforms and equipment	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2aOT-3 Show understanding of community helper’s roles	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2aOT-4 Show an emerging understanding of the purpose of money	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Begin to recognize the difference between wants and needs	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2aYP-2 Identify various community helpers through their uniforms and equipment	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2aYP-3 Express understanding of occupations through dramatic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Realize that people depend on others to have needs met	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2aOP-2 Describe roles of various community helpers and workers	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2aOP-3 Describe occupations’ roles and purposes	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2aOP-4 Understand the purpose of saving for tomorrow	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
SST2b: Geography: Children will identify basic concepts of location and features in the community.				
By 9-12 months, most INFANTS will	2bI-1 Explore surroundings and materials in the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Locate familiar objects when given basic directions	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	2bYT-2 Recognize familiar locations	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Follow requests or instructions that involve direction words or prepositions	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	2bOT-2 Point out familiar places in the neighborhood	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2bOT-3 Use different materials that represent geographical features	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Talk about the location of objects, such as near and far	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2bYP-2 Identify landmarks or places through their logos and signs	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	2bYP-3 Draw pictures of geographical features in the neighborhood	Literacy	E. Writing	2.1 Makes representational drawings
	2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Use directional terms such as turn left, straight ahead	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2bOP-1 Name own street, town and/or neighborhood	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	2bOP-1 Create representations of different landforms and landmarks during play	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2bOP-1 Use geographic tools to identify landmarks in a specific location	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SST2c: History: Children will demonstrate an understanding of events and people from the past and present.				
By 9-12 months, most INFANTS will	2cl-1 Show anticipation for routine activities	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2cl-2 Demonstrate beginning understanding of object permanence	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
By 18-24 months, most YOUNG TODDLERS will	2cYT-1 Show anticipation for scheduled activities	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2cYT-2 Respond to familiar sequences and routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	2cYT-3 Recognize the end of an activity	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
By 36 months (3 years), most OLDER TODDLERS will	2cOT-1 Describe what happens next in a routine	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2cOT-2 Begin to connect past and present experiences	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cOT-3 Recognize the beginning and end of an activity	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2cOT-4 Imitate a sequence for a routine during play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2cOT-5 Show understanding of words that describe time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2cYP-1 Describe the steps of a routine	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cYP-1 Recognize how past events relate to their circumstances	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	2cYP-1 Talk about past experiences/events	Cognitive	B. Imitation and Memory	3. Relates past events
	2cYP-1 Recall parts of a story or what happened during the day	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	2cYP-1 Use words that indicate time, but they may be inaccurate	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 60 months (5 years), most OLDER PRESCHOOLERS will	2cOP-1 Use the posted schedule to describe the day's activities	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2cOP-2 Distinguish between events that happened in the past, present or future	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cOP-3 Talk about an event that happened or will happen	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2cOP-4 Discuss past experiences or events in the correct sequence	Cognitive	B. Imitation and Memory	3. Relates past events
	2cOP-5 Use time vocabulary with some accuracy	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Section 2: Exploration and Critical Thinking: Developing STEM Skills				
Approaches to Play and Learning (APL)				
APL1: Play				
APL1a: Imaginative Play: Children will use their imaginations to learn about the world around them.				
By 9-12 months, most INFANTS will	1aI-1 Use a familiar object for a different purpose or in a different way	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1aI-2 Imitate observed actions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Use objects for a real or imagined purpose	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	1aYT-2 Imitate or act out real life events	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Use objects to represent something different	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	1aOT-2 Pretend to be somebody or something other than self	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Engage in make-believe play that mimics real-life experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	1aYP-2 Coordinate play with another, beginning to assign roles	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	1aYP-3 Invent an imaginary friend	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Use props and create characters as part of pretend play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	1aOP-2 Engage in elaborate and sustained imaginative play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	1aOP-3 Distinguish between real life and fantasy	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
APL1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.				
By 9-12 months, most INFANTS will	1bI-1 Observe and seek to be near another baby or child	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	1bI-2 Engage in simple turn-taking	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	1bI-3 Engage in imitative play actions with adults	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Play near another child with different toys or activities	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	1bYT-2 Seek adult or peer audience during play	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	1bYT-3 Initiate imitative play games	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Play alongside other children	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	1bOT-2 Share toys or materials with adult support	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	1bOT-3 Help a friend during a play experience	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Interact with others to create play scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	1bYP-2 Begin to develop friendships, showing preferences for specific children	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	1bYP-3 Communicate interest in others' ideas through verbal and nonverbal means	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	1bYP-4 Express knowledge of everyday lives and culture through play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Develop and sustain complex play themes and roles in cooperation with peers	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	1bOP-2 Seek out specific children to engage in play experiences	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	1bOP-3 Take another's perspective	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	1bOP-4 Articulate values and "rules" through play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>APL2a: Persistence, Engagement, and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.</b>				
By 9-12 months, most INFANTS will	2aI-1 Focus attention on people or objects nearby	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2aI-2 Deliberately try to make things happen	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	2aI-3 Attend to different sights, sounds or people in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2aI-4 Repeat action multiple times for enjoyment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Focus attention on activities or people for a short period of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2aYT-2 Repeat tasks and activities over and over again to achieve a goal	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2aYT-3 Show interest in activities going on in the environment	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	2aYT-4 Show delight after a completed activity or act	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	2aYT-5 Demonstrate desire to complete tasks by self	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Focus on a task but may lose interest	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	2aOT-2 Repeat actions or events to gain mastery	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2aOT-3 Attend to a selected activity in the environment	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	2aOT-4 Show delight in accomplishing a challenging task	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	2aOT-5 Complete a task from start to finish with adult support	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Maintain focus on a project over a period of time with adult support	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2aYP-2 Try different ways to complete a task when something doesn't work	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2aYP-4 Express satisfaction in a completed task	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	2aYP-5 Express goals and follow through with them.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Stay focused on activities and tasks until completion	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2aOP-2 Persist with task completion even after previous efforts have failed	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2aOP-3 Stay engaged in an activity or task despite interruptions	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2aOP-4 Generalize the success to another task	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2aOP-5 Set simple goals that extend over time, make plans and follow through	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>APL2: Constructing, Organizing, and Applying Knowledge</b>				
<b>APL2b: Task Analysis: Children will identify the steps needed to achieve a goal.</b>				
By 9-12 months, most INFANTS will	2ba1-1 Demonstrate familiarity with routines, objects, and materials	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Observe another's actions and replicate	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	2bYT-2 Anticipate the next step of a familiar routine or activity	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2bYT-3 Use a variety of ways to meet a goal	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Notice similarities and differences between tasks	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2bOT-2 Describe the sequence of a familiar routine	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2bOT-3 Make choices to achieve a goal	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Consider different ways to approach the same task with adult help	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2bYP-2 With adult support, develop the steps needed to complete a simple task	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2bYP-3 Express short term goals or plans and follow through with them	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Demonstrate understanding that a task can be achieved in multiple ways	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2bOP-2 Break down multi-part tasks into steps	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2bOP-3 Independently identify and seek things needed to complete activities or tasks	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>APL2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.</b>				
By 9-12 months, most INFANTS will	2ci-1 Notice effect of own actions when interacting with a variety of objects and people	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	2ci-2 Use an object in more than one way	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	2ci-3 Purposely complete actions to make something happen	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	2ci-4 Use an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.	Cognitive	D. Reasoning	1. Uses object to obtain another object
By 18-24 months, most YOUNG TODDLERS will	2cYT-1 Observe others' actions with objects and materials	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2cYT-2 Use trial and error to complete a task	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	2cYT-3 Repeat action to produce an effect or response	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	2cYT-4 Experiment to find a solution to a problem	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 months (3 years), most OLDER TODDLERS will	2cOT-1 Repeat action to obtain a specific effect	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	2cOT-2 Try a new way to solve a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2cOT-3 Purposely complete actions to make something happen	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2cOT-4 Imitate others' actions to complete a task or activities	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2cYP-1 Experiment with similar actions on different objects	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2cYP-2 Experiment with a variety of strategies to solve a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2cYP-3 Apply previously-successful strategies to complete a task	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 months (5 years), most OLDER PRESCHOOLERS will	2cOP-1 Apply prior knowledge and experiences to new ideas and activities	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2cOP-2 Describe the steps they will use to solve a problem	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2cOP-3 Evaluate different strategies for problem solving and select the strategy they feel will work without trying it	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	2cOP-4 Ask specific questions of adult or peer to solve a problem	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
APL3: Wonderment and Investigation				
APL3a: Curiosity, Invention, and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.				
By 9-12 months, most INFANTS will	3aI-1 Show interest and excitement while exploring new experiences in familiar settings	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3aI-1 Explore materials by using their senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	3aI-1 Reach for the same objects or toys repeatedly	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3aI-1 Try a new action with a familiar object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By 18-24 months, most YOUNG TODDLERS will	3aYT-1 Delight in finding new properties and uses for familiar objects and experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	3aYT-2 Gesture to adults to describe or name new objects or toys	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	3aYT-3 Indicate preferences for objects or activities	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	3aYT-4 Delight in finding different and unique ways to use familiar objects	Cognitive	D. Reasoning	1. Uses object to obtain another object
By 36 months (3 years), most OLDER TODDLERS will	3aOT-1 Invent new uses for materials other than those originally intended	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	3aOT-2 Ask short questions to learn new information and show interest in routines and daily activities	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	3aOT-3 Be insistent about preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	3aOT-4 Express joy or satisfaction through simple, actions, gestures, and words	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3aYP-1 Demonstrate willingness to participate in both familiar and new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	3aYP-2 Ask questions to obtain clarification	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	3aYP-3 Make choices and complete some independent activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3aYP-4 Discover things that amaze them and seek to share them with others	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 60 months (5 years), most OLDER PRESCHOOLERS will	3aOP-1 Show eagerness to learn about and discuss new topics, ideas and tasks	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	3aOP-2 Ask questions to understand a new concept	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	3aOP-3 Show independence and purpose when making choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3aOP-4 Use complex and varied language to share ideas and influence others during play	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	3aOP-5 Select and carry out activities without adult prompting	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities



AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>APL3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.</b>				
By 9-12 months, most INFANTS will	3bl-1 Look to adults for reassurance when trying new things	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	3bl-2 Notice changes in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	3bl-3 Try to do things that are hard (such as crawl or walk) looking to adults for reassurance	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	3bl-4 Seek to discover where something was and where it might be (object permanence)	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
By 18-24 months, most YOUNG TODDLERS will	3bYT-1 Move away from an adult to try new things but check in frequently	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	3bYT-2 React to unexpected events with laughter or interest	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	3bYT-3 Show interest in toys that offer a challenge and try to figure out how they work and how to use them	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	3bYT-4 Seek new experiences that create joy and excitement	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 months (3 years), most OLDER TODDLERS will	3bOT-1 Explore environment freely with an adult nearby	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	3bOT-2 Transition to new activities with adult encouragement	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	3bOT-3 Demonstrate a willingness to participate in new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	3bOT-4 Accept changes in plans and schedules with minimal opposition	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3bYP-1 Choose to participate in an increasing variety of familiar and new experiences	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3bYP-2 Ask to participate in new experiences they have observed or heard about	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	3bYP-4 Try different roles or play approaches with adult support	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
By 60 months (5 years), most OLDER PRESCHOOLERS will	3bOP-1 Approach new experiences, topics, and ideas with interest	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	3bOP-2 Express a belief that they can do things that are hard	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	3bOP-3 Try things they are not sure they can do while avoiding dangerous risks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3bOP-4 Take on new roles in a group setting	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Exploration and Knowledge (SEK)				
SEK1: Science Concepts				
SEK1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.				
By 9-12 months, most INFANTS will	1aI-1 Use senses to explore objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1aI-2 Show interest in a variety of objects, materials and activities	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	1aI-3 Handle and manipulate objects to learn about them	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	1aI-4 Repeat action to learn about its impact	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Use the five senses to observe and explore objects in the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1aYT-2 Notice that something happens as a result of an action	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	1aYT-3 Interact with materials and the environment to learn new ideas	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1aYT-4 Repeat actions to achieve a desired effect	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Use the senses to describe objects, people, or actions	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1aOT-2 Use observation and experimentation to answer questions	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1aOT-3 Ask questions to find out why	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	1aOT-4 Show understanding of cause and effect	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Identify and differentiate the five senses	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	1aYP-2 Make predictions based on past experiences	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	1aYP-3 Participate in experiments to learn new information	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	1aYP-4 Discuss potential cause and effect relationships	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Use the five senses to collect information	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1aOP-2 Try new approaches when results differ from what is expected	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	1aOP-3 Form conclusions based on observable actions or results	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	1aOP-4 Predict outcomes based on cause and effect, “If I..., then I....”	Cognitive	E. Scientific Discovery	4. Transfers knowledge

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SEK1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.</b>				
By 9-12 months, most INFANTS will	1bl-1 Show interest and curiosity in the world	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	1bl-2 Indicate basic needs through crying	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	1bl-3 Explore and discover different body parts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1bl-4 Respond to characteristics of living things	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Explore a variety of living and non-living things	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1bYT-2 Verbalize needs through short phrases	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	1bYT-3 Show or use specific body parts when asked by adult	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	1bYT-4 Differentiate between adults and babies	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Explore the characteristics of living and non-living things	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1bOT-2 Show understanding that plants and animals have basic needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1bOT-3 Name body parts	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	1bOT-4 Observe plants' and animals' growth and change over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Sort living and non-living things by one or more basic characteristics	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1bYP-3 Explore the function of body parts	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1bYP-4 Explain how plants and animals change over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Describe differences between living and non- living things	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1bOP-2 Describe how living things interact with the environment and its conditions to survive	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1bOP-3 Describe the functions of body parts	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	1bOP-4 Describe the predictable patterns for life cycles of plants and animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>SEK1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.</b>				
By 9-12 months, most INFANTS will	1cl-1 Explore and discover the motion of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1cl-2 Handle objects to learn about their characteristics or properties	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	1cYT-1 Explore the ways in which objects move	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1cYT-2 Begin to categorize objects according to their attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	1cYT-3 Explore the properties of liquids and solids	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
By 36 months (3 years), most OLDER TODDLERS will	1cOT-1 Explore different ways that familiar objects can move or be moved	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1cOT-2 Describe the physical attributes of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	1cOT-3 Categorize objects as liquid or solid	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1cYP-1 Notice strategies that impact how balls, cars, and other objects can change speed	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	1cYP-3 Investigate and identify the differences between liquids and solids	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1cYP-4 Explore the properties of light and sound, with adult guidance	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 60 months (5 years), most OLDER PRESCHOOLERS will	1cOP-1 Experiment with cars, balls, and other objects to determine which is faster	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	1cOP-2 Notice and explain changes in physical properties of objects as a result of outside influences	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	1cOP-3 Describe characteristics of solids and liquids	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1cOP-4 Investigate the properties of light and sound	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SEK1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.</b>				
By 9-12 months, most INFANTS will	1dl-1 Explore textures and sounds found in nature	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1dl-2 Enjoy water play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	1dl-3 Show interest in the earth and sky	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	1dl-4 Respond to changes in the temperature (weather)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	1dYT-1 Use basic tools to explore soil and sand	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	1dYT-2 Engage in water play with tools such as cups and sieves	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	1dYT-3 Show interest or recognize objects that are in the sky	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1dYT-4 Recognize different weather types	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1dYT-5 Begin to differentiate day from night	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 36 months (3 years), most OLDER TODDLERS will	1dOT-1 Explore the properties of soil and sand	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1dOT-2 Begin to explore the properties of water through play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1dOT-3 Name objects in the sky: stars, sun, moon, clouds	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1dOT-4 Match clothing needs to appropriate season or weather with adult assistance	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	1dOT-5 Draw pictures that represent day or night	Literacy	E. Writing	2.1 Makes representational drawings
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1dYP-1 Describe the properties of earth materials, soil and sand	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1dYP-2 Investigate the properties of water through experimentation	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	1dYP-3 Differentiate day and nighttime objects in the sky	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1dYP-4 Describe changes in weather or seasons over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1dYP-5 Describe daytime and nighttime activities	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 60 months (5 years), most OLDER PRESCHOOLERS will	1dOP-1 Compare and contrast the properties of natural materials, soil and sand	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	1dOP-2 Describe the properties and changes of water	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1dOP-3 Explore the characteristics of the sun and shadows, moon, clouds and stars	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1dOP-4 Explain how weather and its changes impact daily life	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	1dOP-5 Describe the day and night cycle	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>SEK1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.</b>				
By 9-12 months, most INFANTS will	1el-1 Demonstrate joy in being outside	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
By 18-24 months, most YOUNG TODDLERS will	1eYT-1 Show interest in nature	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1eYT-2 Show an understanding of trash or things that need to be discarded	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	1eOT-1 Respond to changes in the natural environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1eOT-2 Participate in daily clean- up activities with adult direction	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	1eOT-3 Participate in simple activities to protect the environment	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1eYP-1 Recognize unique features in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1eYP-2 Participate in activities that keep the environment clean	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	1eYP-3 Describe ways to protect the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1eYP-4 Differentiate the habitats where species live	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 60 months (5 years), most OLDER PRESCHOOLERS will	1eOP-1 Describe how changes to the environment occur	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	1eOP-2 Discuss how actions positively and negatively impact the environment	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	1eOP-3 Demonstrate conservation as part of daily routines	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1eOP-4 Describe the features of habitats that species need for life	Cognitive	E. Scientific Discovery	2.3 Makes observations

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SEK2: Use of Tools</b>				
<b>SEK2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.</b>				
By 9-12 months, most INFANTS will	2aI-1 Manipulate toys, often with a purpose	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Explore the use of simple tools to get results	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2aYT-2 Explore simple technology tools	Fine Motor	D. Use of Electronic Devices	1.2 Uses finger to interact with touch screen
	2aYT-3 Observe the function of technology tools in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Use simple tools to build knowledge and obtain a result	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2aOT-2 Include technology tools or toys during play	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	2aOT-3 Identify different types of technology	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Use tools to solve problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2aYP-2 Use a variety of simple technology tools with purpose	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	2aYP-3 Talk about the ways in which specific technology tools are used	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Use or adapt appropriate tools and materials to create or solve problems	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2aOP-2 Use technology tools to seek out information or an answer to a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2aOP-3 Explain the purposes of specific technology tools	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>SEK2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.</b>				
By 9-12 months, most INFANTS will	Not yet an expectation.			
By 18-24 months, most YOUNG TODDLERS will	Not yet an expectation.			
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Begin to differentiate real and pretend	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2bOT-2 Answer questions about whether events or ideas would really happen	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Identify real and pretend in stories or movies	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2bYP-2 Relate events or characters in a story to ones in real life	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2bYP-4 Predict what might be inside a package or a story based on pictures or appearance	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	2bYP-5 Ask questions about a story to gain more information or clarity	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Differentiate between real or pretend objects or situations	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2bOP-2 Discuss if information is realistic or could actually happen	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	2bOP-3 Describe the specific uses for technology tools	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2bOP-4 Identify differences between packaging and what's inside	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2bOP-5 Discuss the ways one can find out more information	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SEK2c: Digital Citizenship: Children will demonstrate safe use of technology.</b>				
By 9-12 months, most INFANTS will	Not yet an expectation.			
By 18-24 months, most YOUNG TODDLERS will	Not yet an expectation.			
By 36 months (3 years), most OLDER TODDLERS will	2cOT-1 Use the computer or other digital media with adults' permission and guidance	Fine Motor	D. Use of Electronic Devices	1.2 Uses finger to interact with touch screen
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2cYP-1 Follow rules for safe use of digital media	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	2cYP-2 Share use of technology to play a game or d out information	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 60 months (5 years), most OLDER PRESCHOOLERS will	2cOP-1 Identify appropriate and inappropriate use of digital media	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2cOP-2 Collaborate with others to create a product or investigate information	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2cOP-3 Use technology terms such as mouse, keyboard, printer as part of daily conversation	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>SEK2d: Computational Thinking: The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.</b>				
By 9-12 months, most INFANTS will	Not yet an expectation.			
By 18-24 months, most YOUNG TODDLERS will	Not yet an expectation.			
By 36 months (3 years), most OLDER TODDLERS will	2dOT-1 Follow adult-directed steps to solve a simple problem	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	2dOT-2 Identify similarities patterns in the way things are designed, how they look or what they represent, with adult guidance	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2dYP-1 Accept adult support to identify the steps of a problem solution	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2dYP-2 Find patterns or similarities in the environment or in objects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
By 60 months (5 years), most OLDER PRESCHOOLERS will	2dOP-1 Break down the steps of a problem or activity (Decomposition)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2dOP-2 Extend and create design patterns (Pattern Recognition)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2dOP-3 Attempt to solve a problem by working through the sequence of steps (Algorithms)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2dOP-4 Assist teacher in sorting needed and unneeded information	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SEK3: Engineering Processes				
SEK3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.				
By 9-12 months, most INFANTS will	3I-1 Explore toys that move	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	3I-1 Stack objects	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
By 18-24 months, most YOUNG TODDLERS will	3YT-1 Use simple machines in play	Fine Motor	B. Functional Skill Use	1. Activates object with finger
				2. Rotates wrist to manipulate object
	3YT-2 Notice characteristics of structures	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 36 months (3 years), most OLDER TODDLERS will	3OT-1 Explore the way simple machines operate during play	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	3OT-2 Build structures that involve stability and motion	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3OT-3 Create representations of structures	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3YP-1 Explain how a machine operates to complete a task	Cognitive	E. Scientific Discovery	2.3 Makes observations
	3YP-2 Build structures that deliberately experiment with stability and motion	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3YP-3 Draw or illustrate objects or experiences based on observations or interactions	Literacy	E. Writing	2.1 Makes representational drawings
	3YP-4 Follow a set of sequential instructions to arrive at an answer (coding)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
By 60 months (5 years), most OLDER PRESCHOOLERS will	3OP-1 Use unique materials to create a simple machine	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3OP-2 Follow a visual plan to create a structure			
	3OP-3 Create detailed observational drawings that represent objects	Literacy	E. Writing	2.1 Makes representational drawings
	3OP-4 Follow directional cues to accomplish a task	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematical Thinking (MAT)				
MAT1: Numbers and Quantity				
MAT1a: Number Relationships: Children will understand the concept of numbers, and the relationships between numbers and quantities.				
By 9-12 months, most INFANTS will	1aI-1 Ask for “more” through gestures or respond to adults’ questions about wanting more	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	1aI-2 Give an adult two or more objects when asked for them by name	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	1aI-3 Line up objects in one hand with another object in another hand	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Use words that indicate understanding of quantity – more or all	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	1aYT-2 Explore quantity through dumping and filling	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	1aYT-3 Identify more or less with a small number of items without counting	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Use language to refer to amount and quantity, such as some, more, another, nothing (zero)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	1aOT-2 Compare 2 groups of objects and tell which has more	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	1aOT-3 Subitize (immediately recognize without counting) up to two objects	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Understand that written numerals represent quantity, including zero (up to 5)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	1aYP-2 Compare groups of objects and determine which has more or less when asked	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	1aYP-4 Identify some written numerals in the environment	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Understand that written numerals represent quantities of objects (up to 10)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	1aOP-2 Compare groups of objects and tell which is same or different, more, less or fewer	Math	B. Quantitative Relations	3.2 Compares items in sets of 11 to 20 by visual examination
	1aOP-3 Subitize (immediately recognize without counting) five or more objects	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	1aOP-4 Identify written numerals from zero (0) up to 10	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	1aOP-5 Match numerals with the correct number of objects, with assistance	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10



AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>MAT1b: Counting and Number Sense: Children will connect number names to quantities.</b>				
By 9-12 months, most INFANTS will	1bl-1 Show interest in adult's counting movements and songs	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Rote count, not always in sequence (1, 3, 2)	Math	A. Counting	1.2 Recites numbers 1–3
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Rote count up to 5 in sequence	Math	A. Counting	2.2 Recites numbers 1–10
	1bOT-2 Count backwards from 3 with assistance	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	1bOT-3 Place objects in one- to-one correspondence relationships during play	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	1bOT-4 Count out 1 or 2 objects when asked	Math	A. Counting	1. Counts out 3 items
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Rote count up to 10 in sequence	Math	A. Counting	2.2 Recites numbers 1–10
	1bYP-2 Count backwards from 5	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	1bYP-3 Begin to demonstrate one-to-one correspondence up to 10 during daily routines	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	1bYP-4 Count out a specified number of objects up to 5	Math	A. Counting	2. Counts out 10 items
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Rote count up to 20 in sequence	Math	A. Counting	3.2 Recites numbers 1–20
	1bOP-2 Count backwards from 10 to 0	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	1bOP-3 Demonstrate 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?”
	1bOP-4 Count out a specified number of objects up to 10	Math	A. Counting	2. Counts out 10 items
	1bOP-5 Understand that the last number represents how many objects are in a group	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
<b>MAT2: Algebraic Thinking</b>				
<b>MAT2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.</b>				
By 9-12 months, most INFANTS will	2al-1 Hold one object and reach for another at the same time	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Notice changes in quantity of objects or look for a missing object	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Demonstrate an understanding that “adding to” increases quantity	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	2aOT-2 With adult guidance, change the size of a set of objects by “adding to” or “subtracting from” during child-led play	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
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Demonstrate an understanding of addition or subtraction concepts during play or daily life	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
	2aYP-2 Notice the size of a set by combining or taking away with adult support	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
	2aYP-3 Understand that each successive number is one more	Math	D. Addition and Subtraction	1.2 Counts forward to 10
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Use addition and subtraction concepts while playing with sets of objects (0-10).	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
	2aOP-2 Independently change size of sets by combining or taking away	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	2aOP-3 Understand that each successive number name refers to a quantity that is one larger	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>MAT2b: Sets: Children will classify and organize objects according to properties and attributes.</b>				
By 9-12 months, most INFANTS will	2bl-1 Explore the characteristics of objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	2bl-2 Identify likes and dislikes in foods, sounds, and toys	Social-Communication	A. Sensory Exploration	4.2 Makes choices to express preferences
	2bl-3 Touch and explore objects of different sizes and textures	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Match two identical objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2bYT-2 Sort objects by one attribute with adult assistance	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2bYT-3 Compare simple objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Match two similar objects with one attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2bOT-2 Sort objects by one characteristic during child-led play	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2bOT-3 Order objects according to size or shape	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Match many objects according to one attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2bYP-2 Sort and place a group of objects with one attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	2bYP-3 Order up to 5 objects according to an attribute	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Match objects according to two or more attributes	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2bOP-2 Sort and place in a series objects according to more than attribute	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2bOP-3 Put up to 10 objects in order according to an attribute	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>MAT2c: Patterns: Children will recognize simple patterns in daily life and play experiences.</b>				
By 9-12 months, most INFANTS will	2cl-1 Respond with regularity to a daily routine	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2cl-2 Explore objects with different characteristics	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	2cYT-1 Begin to predict events in the daily schedule	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2cYT-2 Notice the same characteristics in different objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	2cOT-1 Identify what comes next in the daily schedule or steps within a daily routine	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2cOT-2 Recognize a simple pattern in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2cOT-3 Repeat a simple 2-part pattern, clap-clap or clap- snap	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2cOT-4 Understand the concept of “first”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2cYP-1 Recognize that the daily schedule repeats and is the same each day	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	2cYP-2 Notice a missing or different element in a pattern	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cYP-4 Identify first and last	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 60 months (5 years), most OLDER PRESCHOOLERS will	2cOP-1 Identify differences in the daily schedule or routine	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	2cOP-2 Identify a pattern, and duplicate or extend	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cOP-3 Create a more complex pattern that includes different attributes	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2cOP-4 Identify more complex ordinals, such as second, third, or next,	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
MAT3: Spatial Reasoning and Geometry				
MAT3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.				
By 9-12 months, most INFANTS will	3aI-1 Watch how objects move	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	3aI-2 Explore how to make objects move or fit together	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	3aI-3 Explore space with body by rolling, crawling or climbing	Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
By 18-24 months, most YOUNG TODDLERS will	3aYT-1 Move objects in different ways to understand how they work	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	3aYT-2 Deliberately move objects to make them fit in spaces	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	3aYT-3 Move body in different ways	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All))
		Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
By 36 months (3 years), most OLDER TODDLERS will	3aOT-1 Manipulate objects by moving them in different ways and directions	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	3aOT-2 Stack and build with objects intentionally to create something new	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	3aOT-3 Move body to show understanding of basic directionality	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3aYP-1 Manipulate objects by moving them to solve problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	3aYP-3 Follow basic directions about directionality and positioning self in relation to objects	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
By 60 months (5 years), most OLDER PRESCHOOLERS will	3aOP-1 Visualize a spatial transformation	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	3aOP-2 Describe the way in which objects fit together or verbally share plans with how to fit objects together	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	3aOP-3 Move body in different ways independently or following directions in response to music or song	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>MAT3b: Shapes: Children will explore, visualize, and analyze shapes and shape attributes.</b>				
By 9-12 months, most INFANTS will	3bl-1 Explore objects of different 2 dimensional (2D) and 3 dimensional (3D) shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	3bYT-1 Match 2D and 3D shapes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	3bOT-1 Recognize and name shapes: circle, triangle, square, cone, sphere	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3bOT-2 Notice basic shapes in the environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3bYP-1 Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3bYP-2 Identify and name shapes in play	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	3bYP-3 Combine shapes to make new shapes	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
By 60 months (5 years), most OLDER PRESCHOOLERS will	3bOP-1 Identify and classify 2-D and 3-D shapes by their attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	3bOP-2 Visualize shapes by description and find them in the environment	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	3bOP-3 Complete complex shape puzzles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
<b>MAT4: Measurement and Data Analysis</b>				
<b>MAT4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height, and time.</b>				
By 9-12 months, most INFANTS will	4al-1 Engage with adult in measurement games	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	4al-2 Play with toys of various shapes and sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	4aYT-1 Use basic size words such as big, little	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	4aYT-2 Explore measuring tools	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	4aYT-3 Explore and identify, with adult support, the characteristics of objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 months (3 years), most OLDER TODDLERS will	4aOT-1 Describe the length, weight, and height of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	4aOT-2 Pretend to use measurement tools in play	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	4aOT-3 Make simple comparisons about two objects' size	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 48 months (4 years), most YOUNG PRESCHOOLERS will	4aYP-1 Order objects by an attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	4aYP-3 Compare objects based on more than one attribute	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 60 months (5 years), most OLDER PRESCHOOLERS will	4aOP-1 Order objects in a series according to size	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	4aOP-2 Use a variety of techniques with standard and non-standard tools to measure and compare objects	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	4aOP-3 Compare objects by two or more attributes	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4aOP-4 Show a beginning awareness of the concept of time as a sequence of events	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	4aOP-5 Use beginning skills of estimation in solving everyday measurement problems	Cognitive	E. Scientific Discovery	4. Transfers knowledge

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>MAT4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.</b>				
By 9-12 months, most INFANTS will	4bl-1 Explore objects in the natural world to observe reaction	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	4bl-2 Seek objects that have disappeared or are out of reach	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
By 18-24 months, most YOUNG TODDLERS will	4bYT-1 Observe and imitate others to solve a problem	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	4bYT-2 Act on objects to gather information	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 months (3 years), most OLDER TODDLERS will	4bOT-1 Try multiple approaches to solve a problem	Cognitive	D. Reasoning	1. Uses object to obtain another object
	4bOT-2 Take things apart and put back together	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
By 48 months (4 years), most YOUNG PRESCHOOLERS will	4bYP-1 Plan ways to solve problems with adult support	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	4bYP-2 Ask or why, who, what, where questions	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	4bYP-3 With adult help, draw a conclusion based on data	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	4bYP-4 Participate in creating charts or graphs to represent data collection	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
By 60 months (5 years), most OLDER PRESCHOOLERS will	4bOP-1 Use trial and error to reach a solution to a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	4bOP-2 Gather data to answer questions to problems	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	4bOP-3 Make a prediction based on data	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	4bOP-4 Interpret a chart or graph to explain data findings	Cognitive	E. Scientific Discovery	4. Transfers knowledge

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Section 3: Communication				
Language and Literacy (LLT)				
LLT1: Oral Language				
LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.				
By 9-12 months, most INFANTS will	1aI-1 Respond to facial expressions and tones of voice	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	1aI-2 Recognize the spoken name of familiar objects	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	1aI-3 Turn head in response to hearing name called	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Show understanding by complying with simple commands	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	1aYT-2 Point to characters or objects in a story when asked	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	1aYT-3 Respond with gestures to requests	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
BY 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Understand and follow simple 1-step directions	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	1aOT-2 Respond to repeated words and phrases with gestures and body movements	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	1aOT-3 Respond to yes/no questions and recognize action words	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Understand and follow two-step directions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	1aYP-3 Respond to what and where questions	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	1aYP-4 Listen attentively and participate in discussions in back and forth exchange	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Understand and follow multi-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	1aOP-2 Recall the events described in a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	1aOP-3 Respond to questions and extend answer to convey new, but related, thought	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	1aOP-4 Attend to conversations and group discussions and respond on topic	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.</b>				
By 9-12 months, most INFANTS will	1bl-1 Coo/gurgle/babble/use jargon in vocal play	Social-Communication	A. Early Social Communication	2. Produces speech sounds
		Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	1bl-2 Communicate needs and feelings through non-verbal actions or basic sign language	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	1bl-3 Use sounds to indicate needs or wants	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	1bl-4 Mimic adult speech intonations	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Combine gestures and words to communicate a thought	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	1bYT-2 Name familiar people and objects	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	1bYT-3 Answer yes/no questions	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	1bYT-5 Point to an object or person	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	1bYT-4 Speak about 10 -50 words	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	1bYT-6 Use appropriate vocal inflection when using true words and jargon	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
BY 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Use phrases and sentences of 2-3 words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bOT-2 Repeat parts of songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	1bOT-3 Answer simple questions	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	1bOT-4 Use descriptive words when speaking	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bOT-5 Have a vocabulary of about 200 words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bOT-6 Use simple questions to ask for things or gain information	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	1bOT-7 Speech is becoming more clear, familiar adults understand	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Use phrases and sentences of 4-5 word	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bYP-2 Imitate songs and finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	1bYP-3 Respond to questions with detail	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were)	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	1bYP-5 Have a vocabulary of about 500 words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bYP-6 Use questions to ask for things or gain information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	1bYP-7 Produce developmentally appropriate phonemes/sounds in words using mostly clear speech	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Combine 5-8 words together into sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bOP-2 Engage in storytelling and pretend play, using oral language	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	1bOP-3 Answer questions with detailed and more abstract words and ideas	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	1bOP-4 Use mostly grammatically complex sentence structures	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	1bOP-5 Have a vocabulary of over 1000 words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1bOP-6 Ask specific questions to understand and solve problems.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	1bOP-7 Produce four to five word phrases using clear and understandable speech	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
<b>LLT1c: Social Rules of Language: Children will use, adapt and follow the rules of language.</b>				
By 9-12 months, most INFANTS will	1cl-1 Respond differently to different tones and voices	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	1cl-2 Use eye contact to engage in joint attention	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	1cl-3 Engage in vocal play turn- taking with others	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
By 18-24 months, most YOUNG TODDLERS will	1cYT-1 Respond to others' communications with gestures, facial expressions and body movement	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	1cYT-2 Pay attention to a speaker by pausing physical activity or shifting gaze to speaker	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	1cYT-3 Initiate and engage in communications with others, either vocally or nonverbally	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 months (3 years), most OLDER TODDLERS will	1cOT-1 Use pauses and prompts to maintain a conversation	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	1cOT-2 Listen and pay attention to speaker by using eye contact and by asking questions	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	1cOT-3 Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1cYP-1 Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	1cYP-4 Know to use simpler language and tone with younger children	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 60 months (5 years), most OLDER PRESCHOOLERS will	1cOP-1 Listen and respond on topic with individuals and during group conversations	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	1cOP-2 Use language to communicate with others during familiar and unfamiliar social situations	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	1cOP-3 Initiate conversations and stay on topic during at least 5 turn-taking exchanges	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	1cOP-4 Demonstrate conversational rules of language	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others



AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
LLT2: Emergent Reading				
LLT2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.				
By 9-12 months, most INFANTS will	2aI-1 Attend to stories that have been read previously	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2aI-2 Show interest in pictures in books	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 With prompting and support, make sounds that relate to pictures in books	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	2aYT-2 Show preference for familiar stories	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	2aYT-3 Point to pictures of objects or characters when asked	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	2aYT-4 Point to a picture and look to adult to label it	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Answer simple questions about the story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2aOT-2 Participate in shared reading experiences by asking questions and making comments	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	2aOT-3 Retell some events in a familiar story with modeling and assistance	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	2aOT-4 Use words to describe or name pictures when reading	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	2aOT-5 Recite simple phrases or words from a story	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	2aOT-6 Attend when an adult describes a new word or concept	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Use pictures to predict content	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	2aYP-2 Use story book language, forms and conventions (once upon a time, that's the end)	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	2aYP-3 Retell or act out a familiar story with prompting	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	2aYP-4 Share likes and dislikes about a book	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2aYP-5 Listen to and discuss informational text and literature	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2aYP-6 Relate to concept or new word	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Identify characters and setting in a story	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	2aOP-2 Use title, pictures and prior knowledge to predict story content	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	2aOP-3 Retell or act out a story in the correct sequence	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	2aOP-4 Make connections between stories and real- life experiences	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	2aOP-5 Answer questions about the characters and events in a story	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	2aOP-6 Generalize idea to another situation	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>LLT2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.</b>				
By 9-12 months, most INFANTS will	2bl-1 Listen to simple nursery rhymes, chants and songs	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2bl-2 Experiment with sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Participate in familiar nursery rhymes, chants and sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2bYT-2 Play with different sounds, using them for different purposes	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
BY 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Imitate sounds in nursery rhymes and songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2bOT-2 Engage in word play with adults, such as using nonsense words or beginning rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2bOT-3 Distinguish between words that sound alike	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	2bOT-4 Fill in words of familiar songs and finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Listen and match rhythm, volume and pitch of rhymes, songs and chants	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2bYP-2 Decide whether or not words rhyme	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	2bYP-3 Substitute different beginning sounds in words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	2bYP-4 Segment sentences into individual words with adult guidance	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	2bYP-5 Segment compound words with modeling and guidance	Literacy	B. Phonological Awareness	2. Segments compound words into component words
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Identify whether or not two words start or end with the same sound	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	2bOP-2 Produce rhyming words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	2bOP-3 Isolate and match the initial sounds in words with adult guidance	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	2bOP-4 Segment words into syllables	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	2bOP-5 Identify words as separate units in a sentence	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	2bOP-6 Blend sounds with adult guidance	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
<b>LLT2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.</b>				
By 9-12 months, most INFANTS will	Not yet an expectation.			
By 18-24 months, most YOUNG TODDLERS will	Not yet an expectation.			
BY 36 months (3 years), most OLDER TODDLERS will	2cOT-1 Understand that letters can be individually named	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	2cOT-2 Recognize the first or some letters in name	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	2cOT-3 Recognize logos or symbols in environmental print	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2cYP-1 Identify some alphabet letter names, especially those in name	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	2cYP-2 Point out own name in print	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	2cYP-3 Recognize words that start with the same letter as name or familiar word	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
By 60 months (5 years), most OLDER PRESCHOOLERS will	2cOP-1 Recognize about half of the upper and lower case letters of the alphabet	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	2cOP-2 Associate some letters of the alphabet with their specific sounds	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	2cOP-3 Identify words that start with the same letter as their name	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	2cOP-4 Visually discriminate letter shapes and formations	Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
	2cOP-5 Sort letters and find words that contain specified letters	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
LLT2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.				
By 9-12 months, most INFANTS will	2dl-1 Show interest in books by touching, mouthing	A. Awareness of Print Concepts	A. Awareness of Print Concepts	1. Participates in shared group reading
	2dl-2 Attend to shared book reading	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2dl-3 Imitate adults' reading by pointing to pictures and trying to turn pages	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
By 18-24 months, most YOUNG TODDLERS will	2dYT-1 Select and ask for adult to read books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	2dYT-2 Touch or identify pictures in books when asked	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	2dYT-3 Hold book and turn pages with adult assistance	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
BY 36 months (3 years), most OLDER TODDLERS will	2dOT-1 Select familiar books to begin to self-read	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	2dOT-2 With help, discriminate words from pictures on a page	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	2dOT-3 Hold book with two hands and turns pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	2dOT-4 Recognize familiar environmental print	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2dYP-1 Attend to different kinds of book genres	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2dYP-2 Recognize that print represents written words and has meaning	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	2dYP-3 Hold book right side up and turn pages from right to left	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	2dYP-4 Show awareness of the function of environmental print	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	2dYP-5 Know where to begin reading a story; point to title	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
By 60 months (5 years), most OLDER PRESCHOOLERS will	2dOP-1 Select different kinds of literature	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	2dOP-2 Show beginning understanding of word and sentence structure	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	2dOP-3 Hold book correctly and read from beginning to end	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	2dOP-4 Read some environmental print	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	2dOP-5 Track words from left to right, top to bottom, 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
	2dOP-6 Know that books have titles, authors and illustrators	Literacy	A. Awareness of Print Concepts	3.2 Demonstrates understanding of title, author, and illustrator

AL Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
LLT3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.				
By 9-12 months, most INFANTS will	3I-1 Grasp and manipulate object when placed in hand	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	3YT-1 Use full hand grasp (palmar grasp) to hold crayon	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	3YT-2 Make random scribbles on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
By 36 months (3 years), most OLDER TODDLERS will	3OT-1 Begin to grasp writing tool with thumb and fingers	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	3OT-2 Scribble with intent to represent something observed and/or convey a message	Literacy	E. Writing	3.4 Writes using “scribble writing”
	3OT-3 Make repeated marks on paper to represent lines and circles	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	3OT-4 Show interest in writing for a purpose	Literacy	E. Writing	3.4 Writes using “scribble writing”
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3YP-1 Use a 3-finger grasp	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	3YP-1 Create letter-like symbols to represent a word or idea	Literacy	E. Writing	3.4 Writes using “scribble writing”
	3YP-1 Write some letters	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	3YP-1 Experiment with a variety of writing tools and materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
By 60 months (5 years), most OLDER PRESCHOOLERS will	3OP-1 Use a dominant hand for writing	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	3OP-2 Use writing for a variety of purposes	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	3OP-3 Write some letters of the alphabet, including name	Literacy	E. Writing	3.2 Prints first name
	3OP-4 Begin to use inventive spelling using a letter to represent a word	Literacy	E. Writing	3.1 Writes using developmental spelling

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts (CRA)				
CRA1: Visual Arts				
CRA1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.				
By 9-12 months, most INFANTS will	1I-1 Show interest in visual stimuli	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	1I-2 Attend to bright and contrasting colors	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	1I-3 Hold, touch and experience different textures	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	1I-4 Use fingers, hands and mouth to explore mediums	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	1YT-1 Explore art materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	1YT-2 Respond to visual arts such as photos in books and communicate preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1YT-3 Explore the differences in art materials, textures, and processes	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	1YT-4 Make marks with crayons, markers, and paints	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
By 36 months (3 years), most OLDER TODDLERS will	1OT-1 Use a variety of different types of visual art materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	1OT-2 Demonstrate preference for favorite colors	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1OT-3 Use different types of materials and tools to mold and create products	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	1OT-4 Describe shapes or marks as a product or idea	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	1OT-5 Label ideas or objects within own drawing	Literacy	E. Writing	1.2 Verbally labels representational drawings
	1OT-6 Communicate preference for one piece of art over another	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1YP-1 Use a variety of different types of art materials to create an end product	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	1YP-2 Explore the favorite color through art representation	Literacy	E. Writing	2.1 Makes representational drawings
	1YP-3 Describe general features of artwork: color, shape, texture, lines	Literacy	E. Writing	1.1 Dictates description of drawing
	1YP-4 Create art that expresses individual creativity	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	1YP-5 Discuss own artistic creations	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1YP-6 Comment on another’s artwork when asked a specific question about the work	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
By 60 months (5 years), most OLDER PRESCHOOLERS will	1OP-1 Use a variety of art materials to represent an idea, feeling, or object	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	1OP-2 Explore variations of the same color and other colors	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	1OP-3 Create an end product that integrates color, shape, texture and lines	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	1OP-4 Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	1OP-5 Discuss own artistic creations and those of others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	1OP-6 Show appreciation for different art forms and the creative work of others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
CRA2: Music				
CRA2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.				
By 9-12 months, most INFANTS will	2I-1 Imitate adult sounds by babbling or making other vocalizations	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	2I-2 Make sounds with toys or objects, creating instruments	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	2I-3 Show interest and respond to different songs and chants	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	2YT-1 Imitate sounds and movements to favorite songs or music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2YT-2 Use musical toys to intentionally produce sounds or music	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	2YT-3 Recognize and associate a particular song or sound with a particular meaning	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 months (3 years), most OLDER TODDLERS will	2OT-1 Use sounds/words or their bodies to imitate sounds, beat or rhythm	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2OT-2 Use rhythm instruments to experiment with rhythm and sound	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2OT-3 Participate in simple songs and fingerplays	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2OT-4 Respond to change in tone or melody	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2YP-1 Listen to different types of music (jazz, classical, country lullaby, etc.)	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2YP-2 Identify musical instruments by sight and sound	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2YP-3 Repeat a short melody	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2YP-4 Identify changes in tempo or tone when listening to music	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 60 months (5 years), most OLDER PRESCHOOLERS will	2OP-1 Describe differences in music types	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2OP-2 Use musical instruments to make or replicate songs and sounds	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2OP-3 Create and sing nonsense rhymes and songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	2OP-4 Replicate changes in tempo	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2OP-5 Describe preferences for music types or instruments	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
CRA3: Movement and Dance				
CRA3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.				
By 9-12 months, most INFANTS will	3I-1 Respond to music by moving body	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	3I-2 Indicate enjoyment of music through body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
By 18-24 months, most YOUNG TODDLERS will	3YT-1 Spontaneously move body in response to music or sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	3YT-2 Respond in creative ways when hearing music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	3YT-3 Attempt to move body according to instructions in a song	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 months (3 years), most OLDER TODDLERS will	3OT-1 Move body in different ways to different music and sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	3OT-2 Move and dance to favorite songs and music	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3OT-3 Follow simple movement directions while listening to music	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	3OT-4 Explore different ways to move with or without music	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 48 months (4 years), most YOUNG PRESCHOOLERS will	3YP-1 Move body to match different types of tempos and rhythms	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3YP-2 Express feelings through dance or movement	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	3YP-3 Participate in guided movement games or songs	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	3YP-4 Make up simple dances or movement sequences	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3YP-5 Indicate preferences for certain kinds of movement songs or music	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 months (5 years), most OLDER PRESCHOOLERS will	3OP-1 Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3OP-2 Use creative movement to express concepts or ideas	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3OP-3 Follow choreographed movement sequences	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	3OP-4 Translate ideas into movement	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3OP-5 Watch with enjoyment when others dance or move creatively	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3OP-6 Attempt or participate in dances from around the world	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
CRA4: Drama & Acting				
CRA4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.				
By 9-12 months, most INFANTS will	4I-1 Imitate familiar actions, behaviors or sounds of others	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
By 18-24 months, most YOUNG TODDLERS will	4YT-1 Experiment with voice inflections and sounds to indicate something else	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	4YT-2 Role play familiar events and routines, every day situations during play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4YT-3 Use hats, pocketbooks, clothes for dress-up and simple role playing	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 36 months (3 years), most OLDER TODDLERS will	4OT-1 Pretend to be a person or an animal through movement, language, and/ or sounds	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4OT-2 Create dramatic play scenarios based on real-life experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4OT-3 Use random objects to represent other object during play (e.g., block becomes a cell phone)	Cognitive	D. Reasoning	2.1 Uses object to represent another object
	4OT-4 Participate in pretend play with other children	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 48 months (4 years), most YOUNG PRESCHOOLERS will	4YP-1 Create various facial expressions and voice inflections when in character	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4YP-2 Put together a set of pretend behaviors to represent an action or event	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4YP-3 Use materials in creative and imaginative ways as part of dramatic play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 60 months (5 years), most OLDER PRESCHOOLERS will	4OP-1 Use various facial expressions and voice inflections when playing a character	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4OP-1 Participate in dramatic play activities to express ideas and feelings	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4OP-1 Initiate role-playing experiences and playing with props and costumes	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	4OP-1 Demonstrate an interest in dramatizations of others through actions, stories, and puppetry	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities



AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Section 4: Physical Development and Health				
Physical Development and Health (PDH)				
PDH1: Motor Development				
PDH1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.				
By 9-12 months, most INFANTS will	1aI-1 Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing	Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	1aI-2 Show increasing stability in non-locomotor skills through reaching, stretching and turning over	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
	1aI-3 Master beginning movement skills such as creeping, crawling, scooting	Gross Motor	B. Movement and Coordination	1 (All)
	1aI-4 Show beginning body awareness by exploring new positions and movements	Gross Motor	A. Body Control and Weight Transfer	All
		Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
By 18-24 months, most YOUNG TODDLERS will	1aYT-1 Show coordination and control of large muscle movements by throwing or kicking a large ball	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	1aYT-2 Demonstrate non- locomotor body movements such as shaking, wiggling and turning	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	1aYT-3 Show control of simple body movements and postures such as walking or climbing stairs with help	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
By 36 months (3 years), most OLDER TODDLERS will	1aOT-1 Use strength and control of large muscles to throw a large ball or to climb on playground equipment	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	1aOT-2 Participate in non- locomotor or activities that require stability such as swaying, stretching and twisting	Gross Motor	B. Movement and Coordination	1. Swings bat, club, or stick to strike stationary object
	1aOT-3 Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/ under objects	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	1aOT-4 Demonstrate body and spatial awareness by negotiating and moving around objects and people	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

	AL Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1aYP-1 Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball	Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	C. Active Play	1.1 Bounces ball with one hand
		Gross Motor	C. Active Play	1.2 Bounces ball with two hands
		Gross Motor	C. Active Play	3. Rides and steers bicycle
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	7 (All)
	1aYP-4 Understand the position or orientation of their bodies to other objects and people	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
By 60 months (5 years), most OLDER PRESCHOOLERS will	1aOP-1 Coordinate movements with accuracy such as throwing, catching or kicking a ball	Gross Motor	C. Active Play	1 (All)
	1aOP-2 Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	1aOP-3 Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		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)
	1aOP-4 Move with an awareness of personal space	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>PDH1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.</b>				
By 9-12 months, most INFANTS will	1bl-1 Examine objects and transfer them from one hand to another	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	1bl-1 Grasp object using the whole hand	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	1bl-1 Use hand to pat or shake objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
By 18-24 months, most YOUNG TODDLERS will	1bYT-1 Use eye-hand coordination to manipulate objects, feed self, or fill containers	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	1bYT-2 Pick up small objects with index finger and thumb	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	1bYT-3 Stack 2-3 blocks or objects	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
By 36 months (3 years), most OLDER TODDLERS will	1bOT-1 Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles or using simple shape sorters	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	1bOT-2 Use tools that require finger and hand control such as a large paintbrush or shovel	Fine Motor	A. Reach, Grasp, and Release	3.4 Holds object with one hand and manipulates object or produces action with other hand
	1bOT-3 Stack small blocks or put large pegs in pegboard	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
By 48 months (4 years), most YOUNG PRESCHOOLERS will	1bYP-1 Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
By 60 months (5 years), most OLDER PRESCHOOLERS will	1bOP-1 Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	1bOP-2 Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	1bOP-3 Build structures with small blocks or fit small objects into small holes	Fine Motor	B. Functional Skill Use	3.1 Assembles toy

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PDH2: Healthy Living				
PDH2a: Healthy Habits: Children will show increasing independence in performing self care tasks.				
By 9-12 months, most INFANTS will	2aI-1 Tolerate hands and face being washed teeth being brushed	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2aI-2 Fuss to indicate a wet or soiled diaper	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	2aI-3 Cooperate in dressing activities such as raising arm to put on shirt	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	2aI-5 Participate in feeding routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2aI-6 Try new foods	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
By 18-24 months, most YOUNG TODDLERS will	2aYT-1 Cooperate for hand and face washing and tooth brushing	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	2aYT-2 Begin to communicate toileting needs	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	2aYT-3 Show interest in self- dressing	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2aYT-4 Interact with adults in a variety of physical activities	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	2aYT-5 Use utensils and cup to self-feed	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	2aYT-6 Show interest in new foods as they are presented	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
By 36 months (3 years), most OLDER TODDLERS will	2aOT-1 Attempt to wash own hands and face and begins self-tooth brushing	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	2aOT-2 Attempt toileting with adult help	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
		Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing	1.6 Takes off socks
	2aOT-3 Begin to dress and undress self by pulling up pants, removing socks and shoes	Adaptive	C. Dressing and Undressing	2.4 Puts on pull-up clothing
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2aYP-1 Wash hands and face and toothbrushes with adult guidance	Adaptive	A. Early Social Communication	4.2 Makes choices to express preferences
		Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	2aYP-2 Use bathroom for toileting needs with adult help	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	2aYP-3 Manage most dressing activities with adult support	Gross Motor	C. Active Play	All
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	6. Prepares food for eating
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	2aYP-5 Feed self independently; begin to pour and spread	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	2aYP-6 Differentiate between healthy and non-healthy foods	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
		Gross Motor	C. Active Play	All
		Adaptive	A. Eating and Drinking	6. Prepares food for eating
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-1 Wash hands and face and toothbrushes independently	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Adaptive	B. Personal Care Routines	2.1 Washes and dries face
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	2aOP-2 Complete toileting independently	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	2aOP-3 Independently dress and undress self	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
		Gross Motor	C. Active Play	All
		Adaptive	A. Eating and Drinking	6. Prepares food for eating
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time	Gross Motor	C. Active Play	All
	2aOP-5 Open food items independently; cut with plastic knife	Adaptive	A. Eating and Drinking	6. Prepares food for eating
By 60 months (5 years), most OLDER PRESCHOOLERS will	2aOP-6 Classify foods by their food groups	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

AL Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>PDH2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.</b>				
By 9-12 months, most INFANTS will	2bl-1 Show discomfort when feeling unstable	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	2bl-2 Depend on adult for safety	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	2bl-3 Show separation and stranger anxiety	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
By 18-24 months, most YOUNG TODDLERS will	2bYT-1 Accept redirection from adult about safe behaviors	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	2bYT-2 Rely on adult to follow safety rules	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	2bYT-3 Show strong response to separation from familiar adult	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
By 36 months (3 years), most OLDER TODDLERS will	2bOT-1 Differentiate between harmful and safe situations	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	2bOT-2 Use adult support to follow basic safety rules	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	2bOT-3 Differentiate between familiar people and strangers	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
By 48 months (4 years), most YOUNG PRESCHOOLERS will	2bYP-1 Exhibit increasing independence in following personal safety practices and routines	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2bYP-2 Identify and follow basic safety rules with adult reminders	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	2bYP-3 Seek out trusted adults when feeling unsafe	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	2bYP-4 Identify body parts that are “no touch”	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
By 60 months (5 years), most OLDER PRESCHOOLERS will	2bOP-1 Avoid and alert others to danger, such as keeping a safe distance from swings	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	2bOP2 Articulate basic safety rules and explain why they are necessary	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2bOP-3 Explain how others help keep us safe	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	2bOP-4 Explain what to do if someone attempts to touch private body parts	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2bOP-5 Recognize signs and symbols that indicate danger	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances