



ALIGNMENT

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

WITH
**California Infant/Toddler Learning and Development
Foundations and Preschool Learning Foundations**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the California Infant/Toddler Learning and Development Foundations and Preschool Learning Foundations

This document aligns *California Infant/Toddler Learning and Development Foundations* [2009] and *Preschool Learning Foundations* [2008] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Infant/Toddler Learning and Development Foundations

Social-Emotional Development

Foundation: Interactions with Adults

The developing ability to respond to and engage with adults

8 months	Attend to an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. (5–8 mos.; Parks 2004; Johnstone and Scherer 2000, 222)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Take the infant care teacher's hands and rock forward and backwards as a way of asking her to sing a favorite song. (8 mos.; Gustafson, Green, and West 1979; Kaye and Fogel 1980)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engage in games such as pat-a-cake and peek-a-boo. (7–9 mos.; Coplan 1993, 3)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Make eye contact with a family member.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Vocalize to get an infant care teacher's attention.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Move close to the infant care teacher and hold his hand when a visitor enters the classroom but watch the visitor with interest. (18 mos.; Meisels and others 2003)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Bring a familiar object to an adult when asked. (15–18 mos.; Parks 2004)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Allow an unfamiliar adult to get close only after the adult uses an object to bridge the interaction, such as showing interest in a toy that is also interesting to the child. (18 mos.; Meisels and others 2003)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Watch, and then help the infant care teacher as she prepares snack.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Seek reassurance from the infant care teacher when unsure if something is safe. (10–12 mos.; Fogel 2001, 305; Dickstein and Parke 1988; Hirshberg and Svejda 1990)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Participate in storytelling with the infant care teacher. (30–36 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Tell a teacher from the classroom next door about an upcoming birthday party. (36 mos.; Parks 2004)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Help the infant care teacher bring in the wheeled toys from the play yard at the end of the day.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Ask a classroom visitor her name.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Foundation: Relationships with Adults

The development of close relationships with certain adults who provide consistent nurturance

8 months	Seek comfort from the infant care teacher by crying and looking for him/her. (7 mos.; Lamb, Bornstein, and Teti 2002, 372)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry out or follow after a parent when dropped off at the child care program. (6–9 mos.; Ainsworth 1967, 4)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Lift his/her arms to be picked up by the special infant care teacher. (8 mos.; Meisels and others 2003, 17; Ainsworth 1967, 5)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Crawl toward a parent when startled by a loud noise. (8.5 mos.; Marvin and Britner 1999, 52)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Turn excitedly and raise his/her arms to greet a family member at pick-up time. (8 mos.; Ainsworth 1967, 5)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Run in wide circles around the outdoor play area, circling back each time and hug the legs of the infant care teacher before running off again.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Snuggle with the special infant care teacher when feeling tired or grumpy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Wave at the special infant care teacher from the top of the slide to make sure he/she is watching.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Follow a parent physically around the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play away from the infant care teacher and then move close to him from time to time to check in. (12 mos.; Davies 2004, 10)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Feel comfortable playing on the other side of the play yard away from the infant care teacher, but cry to be picked up after falling down. (24–36 mos.; Lamb, Bornstein, and Teti 2002, 376)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Call “Mama!” from across the room while playing with dolls to make sure that the mother is paying attention. (24–36 mos.; Schaffer and Emerson 1964)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Call for a family member and look out the window for him/her after being dropped off at school. (24–36 mos.; Marvin and Britner 1999, 56)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Communicate “This is our favorite part” when reading a funny story with the infant care teacher.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Bring the grandmother’s favorite book to her and express, “One more?” to see if she will read one more book, even though she has just said, “We’re all done reading. Now it’s time for nap.” (Teti 1999; 18–36 mos.; Marvin and Britner 1999, 59)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Cry and look for the special infant care teacher after falling.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek the attention of the special infant care teacher and communicate, “Watch me!” before proudly displaying a new skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Foundation: Interactions with Peers

The developing ability to respond to and engage with other children

8 months	Watch other children with interest. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Touch the eyes or hair of a peer. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to a crying peer with a serious expression. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Hit another child who takes a toy. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Offer a book to another child, perhaps with encouragement from the infant care teacher. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Tickle another child, get tickled back, and tickle him again. (18 mos.; Meisels and others 2003, 35)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in reciprocal play, such as run-and-chase or offer-and-receive. (12–13 mos.; Howes 1988, v; 10–12 mos.; Ross and Goldman 1977)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Play ball with a peer by rolling the ball back and forth to each other. (12–15 mos.; Parks 2004; 9–16 mos.; Frankenburg and others 1990)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
36 months	Communicate with peers while digging in the sandbox together. (29–36 mos.; Hart and Risley 1999, 124)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Act out different roles with peers, sometimes switching in and out of his/her role. (By 36 mos.; Segal 2004, 44)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Build a tall tower with one or two other children. (36 mos.; Meisels and others 2003, 70)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Hand a peer a block or piece of railroad track when building.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

Foundation: Relationships with Peers

The development of relationships with certain peers through interactions over time

8 months	Watch other children with interest. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Touch the eyes or hair of a peer. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to a crying peer with a serious expression. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Try to get the attention of another child by smiling at him or babbling to him (6–9 mos.; Hay, Pederson, and Nash 1982)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

18 months	Play the same kind of game, such as run-and-chase, with the same peer almost every day. (Howes 1987, 259)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Choose to play in the same area as a friend. (Howes 1987, 259)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
36 months	Choose to play with a sibling instead of a less familiar child. (24–36 mos.; Dunn 1983, 795)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Exhibit sadness when the favorite friend is not at school one day. (24–36 mos.; Melson and Cohen 1981)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek one friend for running games and another for building with blocks. (Howes 1987)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Play “train” with one or two friends for an extended period of time by pretending that one is driving the train and the rest are riding.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Foundation: Identity of Self in Relation to Others

The developing concept that the child is an individual operating within social relationships

8 months	Respond to someone who calls his/her name. (5–7 mos.; Parks 2004, 94; 9 mo.; Coplan 1993, 2)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Turn toward a familiar person upon hearing his/her name. (6–8 mos.; Parks 2004, 94; 8 mos.; Meisels and others 2003, 18)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Look at an unfamiliar adult with interest but show wariness or become anxious when that adult comes too close. (5–8 mos.; Parks 2004; Johnstone and Scherer 2000, 222)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Wave arms and kick legs when a parent enters the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Cry when the favorite infant care teacher leaves the room. (6–10 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
18 months	Point to or indicate parts of the body when asked. (15–19 mos.; Parks 2004)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Express thoughts and feelings by saying “no!” (18 mos.; Meisels and others 2003)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Move excitedly when approached by an infant care teacher who usually engages in active play.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
36 months	Use pronouns such as I, me, you, we, he, and she. (By 36 mo.; American Academy of Pediatrics 2004, p. 307)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Say own name. (30–33 mos.; Parks 2004, 115)	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Begin to make comparisons between self and others; for example, communicate, “_____ is a boy/girl like me.”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Name people in the family.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Point to pictures of friends and say their names.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Communicate, “Do it myself!” when the infant care teacher tries to help.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Foundation: Recognition of Ability

The developing understanding that the child can take action to influence the environment

8 months	Pat a musical toy to try to make the music come on again. (5–9 mos.; Parks 2004)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Raise arms to be picked up by the infant care teacher. (6–9 mos.; Fogel 2001, 274)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Initiate a favorite game; for example, hold out a foot to a parent to start a game of “This Little Piggy.” (8 mos.; Meisels and others 2003; 6–9 mos.; Fogel 2001, 274)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Gesture at a book and smile with satisfaction after the infant care teacher gets it down from the shelf. (8 mos.; Meisels and others 2003)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
18 months	Roll a toy car back and forth on the ground and then push it really hard and let go to see what happens. (18 mos.; McCarty, Clifton, and Collard 1999)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Clap and bounce with joy after making a handprint with paint. (12–18 mos.; Sroufe 1979; Lally and others 1995, 71)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Squeeze a toy in different ways to hear the sounds it makes. (Scaled score of 10 for 13:16–14:15 mos.;* Bayley 2006)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Smile after walking up a steep incline without falling or carrying a bucket full of sand from one place to another without spilling.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Proudly hold up a book hidden in a stack after being asked by the infant care teacher to find it.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
36 months	Communicate, “I take care of the bunny” after helping to feed the class rabbit. (18–36 mos.; Lally and others 1995, 71)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Finish painting a picture and hold it up to show a family member.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Complete a difficult puzzle for the first time and clap or express, “I’m good at puzzles.”	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Foundation: Expression of Emotion

The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words

8 months	Exhibit wariness, cry, or turn away when a stranger approaches. (6 mos.; Lamb, Bornstein, and Teti 2002, 338; Fogel 2001, 297; 7–8 mos.; Lewis 2000a, 277)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Be more likely to react with anger than just distress when accidentally hurt by another child. (later in the first year; Lamb, Bornstein, and Teti 2002, 341)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Express fear of unfamiliar people by moving near a familiar infant care teacher. (8 mos.; Bronson 1972)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Stop crying and snuggle after being picked up by a parent.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Show surprise when the infant care teacher removes the blanket covering his/her face to start a game of peek-a-boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

18 months	Show affection for a family member by hugging. (8–18 mos.; Lally and others 1995; Greenspan and Greenspan 1985, 84)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Express jealousy by trying to crowd onto the infant care teacher's lap when another child is already sitting there. (12–18 mos.; Hart and others 1998)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Express anger at having a toy taken away by taking it back out of the other child's hands or hitting him/her. (18 mos.; Squires, Bricker, and Twombly 2002, 115)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Smile directly at other children when interacting with them. (18 mos.; Squires, Bricker, and Twombly 2002, 115)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Express pride by communicating, "I did it!" (15–24 mos.; Lewis and others 1989; Lewis 2000b)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
36 months	Hide face with hands when feeling embarrassed. (Lagattuta and Thompson 2007)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use words to describe feelings; for example, "I don't like that." (24–36 mos.; Fogel 2001, 414; 24–36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicate, "I miss Grandma," after talking on the phone with her. (24–36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Act out different emotions during pretend play by "crying" when pretending to be sad and "cooing" when pretending to be happy. (Dunn, Bretherton, and Munn 1987)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Express guilt after taking a toy out of another child's cubby without permission by trying to put it back without anyone seeing. (Lagattuta and Thompson 2007)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Foundation: Empathy				
The developing ability to share in the emotional experiences of others				
8 months	Stop playing and look at a child who is crying. (7 mos.; American Academy of Pediatrics 2004, 212)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Laugh when an older sibling or peer makes a funny face. (8 mos.; Meisels and others 2003)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Return the smile of the infant care teacher.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Grimace when another child cries. (Older than 6 mos.; Wingert and Brant 2005, 35)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

18 months	Offer to help a crying playmate by bringing his own mother over. (13–15 mos.; Wingert and Brant 2005, 35)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Try to hug a crying peer. (18 mos.; Thompson 1987, 135)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Bring his/her own special blanket to a peer who is crying. (13–15 mos.; Wingert and Brant 2005, 35)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Become upset when another child throws a tantrum.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Gently pat a crying peer on his/her back, just like his/her infant care teacher did earlier in the day. (16 mos.; Bergman and Wilson 1984; Zahn-Waxler and others 1992)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Hit a child who is crying loudly.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Stop playing and look with concerned attention at a child who is screaming.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move quickly away from a child who is crying loudly.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
36 months	Do a silly dance in an attempt to make a crying peer smile. (24–36 mos.; Dunn 1988)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate, "Lucas is sad because Isabel took his cup." (36 mos.; Harris and others 1989; Yuill 1984)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Comfort a younger sibling who is crying by patting his back, expressing "It's okay" and offering him a snack. (Denham 1998, 34)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate, "Mama sad" when the mother cries during a movie. (24–36 mos.; Dunn 1994; Harris 2000, 282).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Communicate, "Olivia's mama is happy" and point to or indicate the illustration in the picture book. (24 mos.; Harris 2000, 282).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Get an infant care teacher to help a child who has fallen down and is crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Foundation: Emotion Regulation

The developing ability to manage emotional responses, with assistance from others and independently

8 months	Turn away from an overstimulating activity. (3–12 mos.; Rothbart, Ziaie, and O’Boyle 1992)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalize to get a parent’s attention. (6.5–8 mos.; Parks 2004, 126)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Lift arms to the infant care teacher to communicate a desire to be held. (7–9 mos.; Coplan 1993, 3; 5–9 mos.; Parks 2004, 121)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Turn toward the infant care teacher for assistance when crying. (6–9 mos.; Fogel 2001, 274)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry after her hand was accidentally stepped on by a peer and then hold the hand up to the infant care teacher to look at it.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reach toward a bottle that is up on the counter and vocalize when hungry.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make a face of disgust to tell the infant care teacher that he does not want any more food. (6–9 mos.; Lerner and Ciervo 2003)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Bump head, cry, and look to infant care teacher for comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Suck on a thumb to make self feel better.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Look at the infant care teacher when an unfamiliar person enters the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18 months	Use gestures and simple words to express distress and seek specific kinds of assistance from the infant care teacher in order to calm self. (Brazelton 1992; Kopp 1989, 347)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use comfort objects, such as a special blanket or stuffed toy, to help calm down. (Kopp 1989, 348)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seek to be close to a parent when upset. (Lieberman 1993)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play with a toy as a way to distract self from discomfort. (12–18 mos.; Kopp 1989, 347)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Communicate, “I’m okay” after falling down. (National Research Council and Institute of Medicine 2000, 112)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Indicate his/her knee and say “boo boo” after falling down and gesture or ask for a bandage.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Approach the infant care teacher for a hug and express, “Mommy work,” then point to the door to communicate missing the mother.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Reach for the mother's hand just before she pulls a bandage off the child's knee.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Ask the infant care teacher to hold him/her up to the window to wave good-bye before the parent leaves in the morning.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Show the substitute teacher that he/she likes a back rub during naptime by patting own back while lying on the mat.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Play quietly in a corner of the room right after drop-off, until ready to play with the other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Ask the infant care teacher to explain what's going to happen at the child's dental appointment later in the day.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Communicate, "Daddy always comes back" after saying good-bye to him in the morning.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Foundation: Impulse Control				
The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules				
8 months	Explore the feel of hair by pulling it. (4–7 mos.; American Academy of Pediatrics 2004, 226)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach for an interesting toy that another child is mouthing.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for another child's bottle that was just set down nearby.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn the head away or push the bottle away when finished eating (8 mos.; Meisels and others 2003, 19).	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
18 months	Stop drawing on the wall when a parent asks. (18 mos.; Meisels and others 2003)	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Choose one toy when the infant care teacher asks, "Which one do you want?" even though the child really wants both.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Express "no no" while approaching something the child knows she should not touch, because the infant care teacher has communicated "no no" in the past when the child tried to do this.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Look to the infant care teacher to see his reaction when the child reaches toward the light switch.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Stop reaching for the eyeglasses on the infant care teacher's face when she gently says, "no no." (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 87; 12 mos.; Meisels and others 2003, 27)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Jump up and down on the couch but stop jumping and climb down when a parent enters the room. (36 mos.; Meisels and others 2003)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Experience difficulty (e.g., cry, whine, pout) with transitions. (30–36 mos.; Parks 2004, 320)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to share.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Handle transitions better when prepared ahead of time or when the child has some control over what happens.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Touch a pet gently without needing to be reminded.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Wait to start eating until others at the table are also ready.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Foundation: Social Understanding

The developing understanding of the responses, communication, emotional expressions, and actions of other people

8 months	Smile when the infant care teacher pauses, to get him/her to continue playing peek-a-boo or pat-a-cake.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Squeal in anticipation of the infant care teacher's uncovering his/her eyes during a game of peek-a-boo.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Learn simple behaviors by imitating a parent's facial expressions, gestures, or sounds.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Try to get a familiar game or routine started by prompting the infant care teacher.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Quiet crying upon realizing that the infant care teacher is approaching.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Gesture toward a desired toy or food while reaching, making imperative vocal sounds, and looking toward the infant care teacher.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Seek reassurance from the infant care teacher when unsure about something.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Vary response to different infant care teachers depending on their play styles, even before they have started playing; for example, get very excited upon seeing an infant care teacher who regularly plays in an exciting, vigorous manner.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Engage in back-and-forth play that involves turn-taking, such as rolling a ball back and forth.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Look in the direction of the infant care teacher's gesturing or pointing.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Learn more complex behaviors through imitation, such as watching an older child put toys together and then doing it.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Name own feelings or desires, explicitly contrast them with another's, or describe why the child feels the way he/she does.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Describe what happens during the bedtime routine or another familiar everyday event.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Move into and out of pretend play roles, tell other children what they should do in their roles, or extend the sequence (such as by asking "Wanna drink?" after bringing a pretend hamburger to the table as a waiter).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Help the infant care teacher search for a missing toy.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Talk about what happened during a recent past experience, with the assistance of the infant care teacher.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Help the infant care teacher clean up at the end of the day by putting the toys in the usual places.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Language Development

Foundation: Receptive Language

The developing ability to understand words and increasingly complex utterances

8 months	Smile and look toward the door when the infant care teacher says, "Daddy's here." (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 87)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Wave arms and kick legs in excitement when the infant care teacher says, "bottle." (8 mos.; Meisels and others 2003, 18)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile when the infant care teacher uses baby talk and make a worried face when she uses a stern voice. (8 mos.; Meisels and others 2003, 18; by end of 7 mos.; American Academy of Pediatrics 2004)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
18 months	Go to the cubby when the infant care teacher says that it is time to put on coats to go outside. (Scaled score of 10 for 17:16 to 18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 12 mos.; Coplan 1993, 2; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Cover up the doll when the infant care teacher says, "Cover the baby with the blanket." (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Go to the sink when the infant care teacher says that it is time to wash hands. (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Get a tissue when the infant care teacher says, "Please go get a tissue. We need to wipe your nose." (18 mos.; Meisels and others 2003, 36)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
36 months	Look for a stuffed bear when the infant care teacher asks, "Where's your bear?" (24–36 mos.; Coplan 1993, 2–3; scaled score of 10 for 34:16–35:15; Bayley 2006)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Get the bin of blocks when the infant care teacher asks what the child wants to play with. (24–36 mos.; Coplan 1993, 2–3; scaled score of 10 for 34:16–35:15; Bayley 2006)	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Show understanding of words such as no, not, and don't, and utterances such as when the infant care teacher says, "There's no more milk," or "Those don't go there." (24–36 mos.; Parks 2004, p. 99)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Know the names of most objects in the immediate environment. (By 36 mos.; American Academy of Pediatrics 2004)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Understand requests that include simple prepositions, such as, "Please put your cup on the table," or "Please get your blanket out of your backpack." (By 36 mos.; Coplan 1993, 2; by 36 mos.; American Academy of Pediatrics 2004; 24–27 mos.; Parks 2004, 97)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Laugh when an adult tells a silly joke or makes up rhymes with nonsense "words." (By 36 mos.; American Academy of Pediatrics 2004, 307)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Show understanding of the meaning of a story by laughing at the funny parts or by asking questions. (By 36 mos.; American Academy of Pediatrics 2004, 307)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Foundation: Expressive Language

The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

8 months	Vocalize to get the infant care teacher's attention. (6.5–8 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Repeat sounds when babbling, such as “da da da da” or “ba ba ba ba.” (By 7 mos.; American Academy of Pediatrics 2004, 209; 6–7 mos.; Hulit and Howard 2006, 122; scaled score of 10 for 7:16–8:15 on Bayley 2006, 106; 4–6.5 mos.; Parks 2004; 6 mos.; Locke 1993)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Wave to the infant care teacher when he waves and says, “bye-bye” as he leaves for his break. (6–9 mos.; Parks 2004, 121)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Lift arms to the infant care teacher to communicate a desire to be held. (7–9 mos.; Coplan 1993, 3; 5–9 mos.; Parks 2004, 121)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18 months	Look at a plate of crackers, then at the infant care teacher, and communicate “more.” (Scaled score of 10 for 16:16–17:15; Bayley 2006; 14–20 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Point to an airplane in the sky and look at the infant care teacher. (17.5–18.5 mos.; Parks 2004, 123)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use the same word to refer to similar things, such as “milk” while indicating the pitcher, even though it is filled with juice. (18 mos.; Meisels and others 2003, p. 37)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use two words together, such as “Daddy give.” (18 mos.; National Research Council and Institute of Medicine 2000, 127)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Shake head “no” when offered more food. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Jabber a string of sounds into the toy telephone. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Gesture “all gone” by twisting wrists to turn hands up and down when finished eating lunch. (12–19 mos.; Parks 2004, 122)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use made-up “words” to refer to objects or experiences that only familiar adults will know the meaning of; for example “wo-wo” when wanting to go next door to visit the puppy. (12–22 mos.; Hulit and Howard 2006, p. 130)	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Use the past tense, though not always correctly; for example, “Daddy goed to work,” “She falled down.” (27–30 mos.; Hilit and Howard 2006, 182; 30–36 mos.; Parks 2004; 28 mos.; Hart and Risley 1999, 95 and 129–30)	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Use the possessive, though not always correctly; for example, “That’s you car” or “Her Megan.” (Scaled score of 10 for 34:16–35:15; Bayley 2006)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use a few prepositions, such as “on” the table. (33–35.5 mos.; Parks 2004, p. 116)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Talk about what she will do in the future, such as “I gonna get a kitty.” (33–36 mos.; Hart and Risley 1999, 131)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use 300–1000 words. (35+ mos.; Parks 2004, 116)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use the plural form of nouns, though not always correctly; for example, “mans,” and “mouses.” (By 36 mos.; American Academy of Pediatrics 2004, 307; 28 mos.; Hart and Risley 1999, 95)	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Express, “Uncle is coming to pick me up.” (36 mos.; Hoff 2005)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Foundation: Communication Skills and Knowledge

The developing ability to communicate nonverbally and verbally

8 months	Put arms up above head when the infant care teacher says, “soooo big.” (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Try to get the infant care teacher to play peek-a-boo by hiding her face behind a blanket, uncovering her face, and laughing. (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Pull the infant care teacher’s hands away from his face during a game of peek-a-boo. (Scaled score of 11 for 7:16–8:15 mos.; Bayley 2006, 106)	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Try to clap hands to get the infant care teacher to continue playing pat-a-cake. (8 mos.; Meisels and others 2003, 19)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Make sounds when the infant care teacher is singing a song. (8 mos.; Meisels and others 2003, 19)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Interact with the infant care teacher while singing a song with actions or while doing finger plays. (Scaled score of 11 for 8:16–9:15 mos.; Bayley 2006)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18 months	Respond to the infant care teacher's initiation of conversation through vocalizations or nonverbal communication. (12–19 mos.; Hart and Risley 1999, 37)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Initiate interactions with the infant care teacher by touching, vocalizing, or offering a toy. (12–19 mos.; Hart and Risley 1999, 37)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Jabber into a toy phone and then pause, as if to listen to someone on the other end. (18 mos.; Meisels and others 2003, 37)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Shake head or express “no” when the infant care teacher asks if the child is ready to go back inside. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Respond to the infant care teacher's comment about a toy with an additional, but related, action or comment about the same toy; for example, make a barking sound when the infant care teacher pats a toy dog and says, “Nice doggie.” (By 18 mos.; Bloom, Rocissano, and Hood 1976)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
36 months	Persist in trying to get the infant care teacher to respond by repeating, speaking more loudly, expanding on what the child said, or touching the infant care teacher. (After 30 mos.; Hart and Risley 1999, 38)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Repeat part of what the adult just said in order to continue the conversation. (31–34 mos.; Hult and Howard 2006, 186; by 24 mos.; American Academy of Pediatrics 2004)	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Make comments in a conversation that the other person has difficulty understanding; for example, suddenly switch topics or use pronouns without making clear what is being talked about. (31–34 mos.; Hult and Howard 2006, 192)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Answer adults' questions, such as “What's that?” and “Where did it go?” (31–34 mos.; Hult and Howard 2006, 185; 24–36 mos.; Parks 2004)	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Begin to create understandable topics for a conversation partner.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Sometimes get frustrated if the infant care teacher does not understand what the child is trying to communicate. (28.5–36 mos.; Parks 2004, 129)	Social-Communication	D. Social Use of Language	4. Uses intentional gestures, vocalizations, and objects to communicate
	Participate in back-and-forth interaction with the infant care teacher by speaking, giving feedback, and adding to what was originally said. (29–36 mos.; Hart and Risley 1999, 36, 39–40)	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Foundation: Interest in Print				
The developing interest in engaging with print in books and in the environment				
8 months	Point to or indicate an object that he would like the infant care teacher to pay attention to.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Look intently at photographs of classmates when the infant care teacher talks about the pictures. (8–9 mos.; Parks 2004, 71)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Look at pictures that a parent points to while reading a storybook. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57; infants; National Research Council 1999, 28)	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Hold a book and try to turn the pages. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57)	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

18 months	Attempt to turn the pages of a paper book, sometimes turning more than one page at a time. (15–18 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Pretend to read the back of a cereal box while sitting at the kitchen table in the house area. (15–18 mos.; Parks 2004, 27)	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Recognize a favorite book by its cover. (Toddler; National Research Council 1999, 28)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Pull the infant care teacher by the hand to the bookshelf, point, and express “book” to get the infant care teacher to read a story. (12–18 mos.; Lerner and Ciervo 2003)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Point to or indicate a familiar sign in the neighborhood.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
36 months	Enjoy both being read to and looking at books by himself. (30–36 mos.; Parks 2004)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Pretend to read books to stuffed animals by telling a story that is related to the pictures and turning the book around to show the picture to the stuffed animals, just as the infant care teacher does when reading to a small group of children. (Ehri and Sweet 1991, 199; 24–36 mos.; Sulzby 1985)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Talk about the trip to the library and ask about the next trip. (35 mos.; Hart and Risley 1999, 128)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Recite much of a favorite book from memory while “reading” it to others or self. (36 mos.; National Research Council 1999, 28)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Try to be careful with books. (By 36 mos.; National Research Council 1999, 3)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Cognitive Development

Foundation: Cause-and-Effect

The developing understanding that one event brings about another

8 months	Shake a toy, hear the sound it makes, and then shake it again. (5.5–8 mos.; Parks 2004, 58)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Loudly bang a spoon on the table, notice the loud sound, and do it again. (By 7 mos.; American Academy of Pediatrics 2004, 210; 8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Watch the infant care teacher wind up a music box and, when the music stops, touch her hand to get her to make it start again. (5–9 mos.; Parks 2004, 58)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Splash hands in water and notice how his face gets wet. (4–10 mos.; Ginsburg and Oppen 1988, 43)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Push a button on the push-button toy and watch the figure pop up. (6–9 mos.; Lerner and Ciervo 2003)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Put objects into a clear container, turn it over and watch the objects fall out, and then fill it up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Clap hands and then look at a parent to get her to play pat-a-cake. (8 mos.; Meisels and others 2003, 21)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Try to wind the handle of a popup toy after not being able to open the top. (15 mos.; Brazelton 1992, 161)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Drop different objects from various heights to see how they fall and to hear the noise they make when they land. (12–18 mos.; Ginsburg and Oppen 1988, 56)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Build a tower with the big cardboard blocks and kick it over to make it fall, then build it again and knock it down with a hand. (18 mos.; Meisels and others 2003, 37)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use a wooden spoon to bang on different pots and pans, and notice how the infant care teacher responds when the child hits the pans harder and makes a louder noise. (18 mos.; Meisels and others 2003, 37)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
36 months	Communicate, “She misses her mommy” when a child cries after her mother leaves in the morning.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Make a prediction about what will happen next in the story when the infant care teacher asks, “What do you think will happen next?”	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Answer the infant care teacher when she asks, “What do you think your mom’s going to say when you give her your picture?”	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	See a bandage on a peer’s knee and ask, “What happened?”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Push the big green button to make the tape recorder play. (By 36 mos.; American Academy of Pediatrics 2004, 308)	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Walk quietly when the baby is sleeping.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Foundation: Spatial Relationships

The developing understanding of how things move and fit in space

8 months	Use vision or hearing to track the path of someone walking by. (5.5–8 mos.; Parks 2004, 64; birth–8 mos.; Lally and others 1995, 78–79)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watch a ball roll away after accidentally knocking it. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hold one stacking cup in each hand. (6.5–7.5 mos.; Parks 2004, 50)	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Put toys into a clear container, dump them out, and then fill the container up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
18 months	Go around the back of a chair to get the toy car that rolled behind it instead of trying to follow the car's path by squeezing underneath the chair. (12–18 mos.; Parks 2004 67; 8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use two hands to pick up a big truck, but only one hand to pick up a small one. (12–18 mos.; Parks 2004, 81)	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Put a smaller nesting cup inside a larger cup after trying it the other way around. (12–18 mos.; Parks 2004, 81)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Choose a large cookie off the plate instead of a smaller one. (12–18 mos.; Parks 2004, 81)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Put the child-sized hat on his head and the larger hat on the infant care teacher's head. (12–18 mos.; Parks 2004, 81)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Stack three nesting cups inside one another, after trying some combinations that do not work. (12–19 mos.; Parks 2004, 82)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Put one or two pegs into the pegboard. (14:16–15:15 mos.; Bayley 2006, 62)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Roll a ball back and forth with the infant care teacher. (18 mos.; Meisels and others 2003, 38)	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Fit pieces into a puzzle board. (18 mos.; Meisels and others 2003, 39)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Try to fit a piece into the shape sorter and, when it does not fit, turn it until it fits. (12–19 mos.; Parks 2004, 82)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Hand the big truck to a peer who asks for the big one. (Scaled score of 10 for 28:16–30:15 mos.; Bayley 2006, 95)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use words such as big and little. (25–30 mos.; Parks 2004, 82; 36 mos.; Meisels and others 2003, 73)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Put together a puzzle with three to four separate pieces. (By 36 mos.; American Academy of Pediatrics 2004, 308; 30–36 mos.; Parks 2004, 68)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Get the serving spoon off the tray when the infant care teacher asks for the big spoon, even though there are small spoons on the tray. (30–36 mos.; Parks 2004, 83)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Stack rings onto a post with the biggest ring on the bottom and the smallest ring on the top, without much trial and error. (30–36 mos.; Parks 2004, 83; 24–36 mos.; Engaging Young Children 2004, 44)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Point to a peer's stick when the infant care teacher asks which stick is longer. (33–36 mos.; Parks 2004, 83; 24–36 mos.; Engaging Young Children 2004, 53)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand requests that include simple prepositions; for example, "Please put your cup on the table" or "Please get your blanket out of your back pack." (By 36 mos.; Coplan 1993, 2; by 36 mos.; American Academy of Pediatrics 2004; 24–36 mos.; Engaging Young Children 2004)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Move around an obstacle when going from one place to another. (24–36 mos.; American Academy of Pediatrics 2004, 303)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Foundation: Problem Solving

The developing ability to engage in a purposeful effort to reach a goal or figure out how something works

8 months	Shake, bang, and squeeze toys repeatedly to make the sounds happen again and again. (5.5–8 mos.; Parks 2004, 58; by 12 mos.; American Academy of Pediatrics 2004, 243)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Reach for a ball as it rolls away. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Vocalize to get the infant care teacher's attention. (6.5–8 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Pull the string on a toy to make it come closer. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Focus on a desired toy that is just out of reach while repeatedly reaching for it. (5–9 mos.; Parks 2004, 49)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn the bottle over to get the nipple in his mouth.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Lift up a scarf to search for a toy that is hidden underneath. (By 8 mos.; American Academy of Pediatrics 2004, 244)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

18 months	Pull the string of a pull toy to get it closer even when the toy gets momentarily stuck on something. (18 mos.; Meisels and others 2003, 38)	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Use the handle of a toy broom to dislodge a ball under the bookshelf. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Bring a small stool over to reach a toy on top of a shelf, having observed the infant care teacher do it. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Look at a plate of crackers that is out of reach and then at the infant care teacher, and communicate “more.” (Scaled score of 10 for 16:16–17:15 mos.; Bayley 2006; 14–20 mos.; Parks 2004)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Hand the infant care teacher a puzzle piece that the child is having trouble with.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
36 months	Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Stack only the cubes with holes in them on the stacking post, ignoring the cube-shaped blocks without holes that got mixed into the bin. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Place the triangle piece into the puzzle without first needing to try it in the round or square hole. (By 36 mos.; American Academy of Pediatrics 2004, 306)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Ask the infant care teacher for help with the lid of a jar of paint. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask a peer to help move the train tracks over so that the child can build a block tower on the floor. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask or gesture for the infant care teacher to help tie the child’s shoelace. (36 mos.; Meisels and others 2003, 75)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Foundation: Imitation				
The developing ability to mirror, repeat, and practice the actions of others, either immediately or later				
8 months	Copy the infant care teacher’s movements when playing pat-a-cake and peek-a-boo. (Coplan 1993, 3)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Imitate a familiar gesture, such as clapping hands together or patting a doll’s back, after seeing the infant care teacher do it. (7–8 mos.; Parks 2004)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Notice how the infant care teacher makes a toy work and then push the same button to make it happen again. (6–9 mos.; Lerner and Ciervo 2003)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
18 months	Imitate simple actions that she has observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does. (12–18 mos.; Lerner and Ciervo 2003)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend to sweep with a child-sized broom, just as a family member does at home. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Rock the baby doll to sleep, just as a parent does with the new baby. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Imitate using the toy hammer as a parent did. (18 mos.; Meisels and others 2003, 38)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

CA Foundations

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

36 months	Reenact the steps of a family celebration that the child attended last weekend. (29–36 mos.; Hart and Risley 1999, 118–19)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Pretend to get ready for work or school by making breakfast, packing lunch, grabbing a purse, and communicating good-bye before heading out the door. (30–36 mos.; Parks 2004, 29)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Foundation: Memory				
The developing ability to store and later retrieve information about past experiences				
8 months	Turn toward the front door when hearing the doorbell ring or toward the phone when hearing the phone ring. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look for the father after he briefly steps out of the child care room during drop-off in the morning. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Get a blanket from the doll cradle because that is where baby blankets are usually stored, after the infant care teacher says, “The baby is tired. Where’s her blanket?” (15–18 mos.; Parks 2004, 67)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Anticipate and participate in the steps of a nap routine. (18 mos.; Fogel 2001, 368)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Watch the infant care teacher placing a toy inside one of three pots with lids and reach for the correct lid when the teacher asks where the toy went. (8–18 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Continue to search for an object even though it is hidden under something distracting, such as a soft blanket or a crinkly piece of paper.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	See a photo of a close family member and say his name or hug the photo.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Go to the cubby to get his blanket that is inside the diaper bag.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
36 months	Communicate, “Big slide” after a trip to neighborhood park. (24–36 mos.; Seigel 1999, 33)	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Tell a parent, “Today we jumped in the puddles” when picked up from school. (Siegel 1999, 34)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recall an event in the past, such as the time a family member came to school and made a snack. (18–36 mos.; Siegel 1999, 46)	Cognitive	B. Imitation and Memory	3. Relates past events
	Identify which child is absent from school that day by looking around the snack table and figuring out who is missing. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Act out a trip to the grocery store by getting a cart, putting food in it, and paying for the food. (24 mos.; Bauer and Mandler 1989)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Get her pillow out of the cubby, in anticipation of naptime as soon as lunch is finished.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Foundation: Number Sense

The developing understanding of number and quantity

8 months	Hold one block in each hand, then drop one of them when the infant care teacher holds out a third block for the child to hold. (6.5–7.5 mos.; Parks 2004, 50)	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Watch a ball as it rolls away after hitting it with her hand. (5.5–8 mos.; Parks 2004, 64)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore one toy at a time by shaking, banging, or squeezing it. (5.5–8 mos.; Parks 2004, 58; 8 mos.; Meisels and others 2003, 21; birth–8 mos.; Lally and others 1995, 78–79)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Notice when someone walks in the room.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Communicate “more” and point to a bowl of apple slices. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shake head “no” when offered more pasta. (18 mos.; Meisels and others 2003, 37)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make a big pile of trucks and a little pile of trucks.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Use hand motions or words to indicate “All gone” when finished eating. (12–19 mos.; Parks 2004, 122)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Put three cars in a row.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
36 months	Pick out one object from a box or point to the picture with only one of something. (Scaled score of 10 for 35:16–36:15 mos.; Bayley 2006, 97; 24–30 mos.; Parks 2004)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Reach into bowl and take out two pieces of pear when the infant care teacher says, “Just take two.” (30–36 mos.; Parks 2004)	Math	A. Counting	1. Counts out 3 items
	Start counting with one, sometimes pointing to the same item twice when counting, or using numbers out of order; for example, “one, two, three, five, eight.” (36 mos.; Engaging Young Children 2004, 178)	Math	A. Counting	2.2 Recites numbers 1–10
	Use fingers to count a small number of items. (around 36 mos.; Coplan 1993, 3)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Look at a plate and quickly respond “two,” without having to count, when the infant care teacher asks how many pieces of cheese there are. (36 mos.; Engaging Young Children 2004, 178)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Hold up two fingers when asked, “Show me two” or “How old are you?” (36 mos.; Engaging Young Children 2004, 178; by 36 mos.; American Academy of Pediatrics 2004, 308)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identify “more” with collections of up to four items, without needing to count them. (36 mos.; Engaging Young Children 2004, 31 and 180)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use more specific words to communicate how many, such as a little or a lot. (Hulit and Howard 2006, 186)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Foundation: Classification

The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes

8 months	Explore how one toy feels and then explore how another toy feels.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stare at an unfamiliar person and move toward a familiar person.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Look at the crayons before choosing a color. (12–18 mos.; Parks 2004, 77)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Choose usually to play with the blue ball even though there is a red one just like it. (12–18 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Pick the toy car from the bin filled with toy dishes. (15–18 mos.; Parks 2004; 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Pack the baby doll's blanket, brush, bottle, and clothes into a backpack. (15–19 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Match two identical toys; for example, find another fire truck when the infant care teacher asks, "Can you find a truck just like that one?" (15–19 mos.; Parks 2004; 77)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Place all toy cars on one side of the rug and all blocks on the other side. (15–18 mos.; Parks 2004, 77)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
36 months	Identify a few colors when they are named; for example, get a red ball from the bin of multicolored balls when the infant care teacher asks for the red one. (Scaled score of 10 for 34:16–36:15 mos.; Bayley 2006, 97; 33 mos.+; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Make three piles of tangrams in various shapes, such as a circle, square, and triangle. (30–36 mos.; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Pick two big bears from a bowl containing two big bears and two small bears, even if the big bears are different colors. (Scaled score of 10 for 30:16–33:15 mos.; Bayley 2006, 74)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Sort primary-colored blocks into three piles: a red pile, a yellow pile, and a blue one. (33 mos.+; Parks 2004, 79; 32 mos.; Bayley 2006)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Point to different pictures of houses in a book even though all of the houses look different. (30–36 mos.; Parks 2004, 79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Put all the soft stuffed animals in one pile and all the hard plastic toy animals in another pile and label the piles "soft animals" and "hard animals." (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Call all four-legged animals at the farm "cows," even though some are actually sheep and others horses. (18–36 mos.; Lally and others 1995, 78–79)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Foundation: Symbolic Play

The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas

8 months	Cause toys to make noise by shaking, banging, and squeezing them. (5.5–8 mos.; Parks 2004, 58; by 12 mos.; American Academy of Pediatrics 2004, 243)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Roll car back and forth on floor. (6–11 mos.; Parks 2004, 26)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
18 months	Pretend to drink from an empty cup by making slurping noises and saying “ah” when finished. (Segal 2004, 39)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begin to engage in pretend play by using a play spoon to stir in the kitchen area. (12–18 mos.; Lerner and Ciervo 2003)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretend that the banana is a telephone by picking it up, holding it to the ear, and saying, “Hi!” (12–18 mos.; Lerner and Ciervo 2003)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Laugh at an older brother when he puts a bowl on his head like a hat. (12–18 mos.; Parks 2004, 317)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Imitate a few steps of adult behavior during play; for example, pretend to feed the baby doll with the toy spoon and bowl. (15–18 mos.; Parks 2004, 27)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use a rectangular wooden block as a phone. (18–24 mos.; Parks 2004, 28)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
36 months	Assign roles to self and others when playing in the dramatic play area (for example, “I’ll be the daddy, you be the baby”), even though the child may not stay in her role throughout the play sequence. (30–36 mos.; Parks 2004, 29; 24 mos.; Segal 2004, 43)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Line up a row of chairs and communicate, “All aboard! The train is leaving.” (36 mos.; Vygotsky 1978, 111)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use two markers to represent people in the dollhouse by moving them around as if they were walking. (36 mos.; Vygotsky 1978, 111)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Stir “cake batter” while holding an imaginary spoon or serve an invisible burrito on a plate. (30–36 mos.; Parks 2004, 29; scaled score of 10 for 27:16–29:15 mos.; Bayley 2006, 69)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Communicate with self during pretend play to describe actions to self; for example, “Now I stir the soup.” (Hart and Risley 1999, 125)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Plan with other children what they are going to pretend before starting to play; for example, “Let’s play doggies!” (Segal 2004, 39; 36 mos.; Meisels and others 2003, 74)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Pretend to be a baby during dramatic play because there is a new baby at home. (36 mos.; Meisels and others 2003, 73)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Build a small town with blocks and then use the toy fire truck to pretend to put out a fire in the town. (By 36 mos.; American Academy of Pediatrics 2004, 309)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Foundation: Attention Maintenance

The developing ability to attend to people and things while interacting with others and exploring the environment and play materials

8 months	Play with one toy for a few minutes before focusing on a different toy. (6–9 mos.; Parks 2004, 12 and 26; 8 mos.; American Academy of Pediatrics 2004, 241)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focus on a desired toy that is just out of reach while repeatedly reaching for it. (5–9 mos.; Parks 2004, 49)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show momentary attention to board books with bright colors and simple shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to the play of other children.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put toy animals into a clear container, dump them out, and then fill the container up again. (8 mos.; Meisels and others 2003, 21)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Stop moving, to focus on the infant care teacher when she starts to interact with the child.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Expect favorite songs to be sung the same way each time and protest if the infant care teacher changes the words.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Insist on following the same bedtime routine every night.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Nod and take the infant care teacher's hand when the teacher says, "I know you are sad because Shanti is using the book right now, and you would like a turn. Shall we go to the book basket and find another one to read together?"	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
36 months	Realize, during clean-up time, that he has put a car in the block bin and return to put it in the proper place.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Search for and find a favorite book and ask the infant care teacher to read it.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Pound the play dough with a hammer while talking with a peer.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

Foundation: Understanding of Personal Care Routines

The developing ability to understand and participate in personal care routines

8 months	Turn head away as the infant care teacher reaches with a tissue to wipe the child's nose. (8 mos.; Meisels and others 2003, 20)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Kick legs in anticipation of a diaper change and then quiet down as the parent wipes the child's bottom. (CDE 2005)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Pay attention to her hands as the infant care teacher holds them under running water and helps rub them together with soap. (CDE 2005)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

CA Foundations
AEPS-3 Area
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AEPS-3 Items

18 months	Go to the sink when the infant care teacher says that it is time to wash hands. (Scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 90; 12–18 mos.; Lerner and Ciervo 2003; 12 mos.; Coplan 1993, 2; by 24 mos.; American Academy of Pediatrics 2004; 24 mos.; Meisels and others 2003, 46)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Get a tissue when the infant care teacher says, “Please go get a tissue. We need to wipe your nose.” (18 mos.; Meisels and others 2003, 36)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Move toward the door to the playground after seeing the infant care teacher put his coat on. (18 mos.; Meisels and others 2003, 38)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Put snack dishes in the sink and the bib in the hamper after eating.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Have trouble settling down for a nap until the infant care teacher reads a story, because that is the naptime routine. (12–18 mos.; Parks 2004, 317)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Go to the sink and wash hands after seeing snacks being set out on the table. (CDE 2005)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Get a tissue to wipe own nose or bring the tissue to the infant care teacher for help when the child feels that his nose needs to be wiped. (CDE 2005)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Take a wet shirt off when needing to put on a dry one. (36 mos.; Meisels and others 2003, 76)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Help set the table for lunchtime. (36 mos.; Meisels and others 2003, 77)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Perceptual and Motor Development

Foundation: Perceptual Development

The developing ability to become aware of the social and physical environment through the senses

8 months	Look at an object in her hand, mouth it, and then take it out to look at it again. (6–9 mos.; Ruff and Kohler 1978)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hear the infant care teacher's footsteps in the darkened nap room and turn his head to try to look for her. (6–9 mos.; Ruff and Kohler 1978)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show excitement upon recognizing the color of a favorite food that is offered on a spoon. (6–9 mos.; Reardon and Bushnell 1988)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Adjust the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement. (12–18 mos.; Fogel 2001, 333)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Choose to sit on her bottom and slide down a steep hill rather than walk down it. (12–18 mos.; Adolph, Eppler, and Gibson 1993)	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Sway back and forth to the beat of a song while standing up.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Pull hands away from the sensory table, which is filled with an unfamiliar slimy substance.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Spend a lot of time in the sandbox, burying a hand underneath a pile of sand.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
36 months	Stop pouring sand into a bucket that is already full.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify a blanket or other familiar objects just by touching them. (30–36 mo.; Parks 2004)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Identify a truck when she feels it buried underneath the sand. (30–36 mos.; Parks 2004, 17)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watch the lines that she makes with a marker on the paper. (Freeman 1980)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Climb more slowly as he reaches the top of the ladder.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Press harder on a clump of clay than on play dough.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watch a family member draw a circle and then try to do it. (24–36 mos.; Stiles 1995)	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Foundation: Gross Motor

The developing ability to move the large muscles

8 months	Sit on the floor, legs bent, with one leg closer to the body than the other. (8 mos.; Alexander, Boehme, and Cupps 1993, 134)	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Use forearms to pull forward on the floor while on her tummy. (Scaled score of 9 for 7:16–8:15 mos.; Bayley 2006, 155)	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Move from a sitting position onto hands and knees. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 156)	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
18 months	Stand on one foot, alone or with support. (Scaled score of 10 for 18:16–19:15 mos.; Bayley 2006, 163)	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Walk sideways. (Scaled score of 10 for 18:16–19:15 mos.; Bayley 2006, 163)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Push a doll stroller or play shopping cart. (17–18.5 mos.; Parks 2004)	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Climb onto an adult-sized couch. (By 18 mos.; Apfel and Provence 2001, 33)	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Run. (Scaled score of 10 for 16:16–17:15 mos.; Bayley 2006, 162)	Gross Motor	B. Movement and Coordination	5.1 Runs
36 months	Walk and run with skill, changing speed and direction. (36 mos.; Parks 2004; by 36 mos.; Davies 2004, 194).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Kick and throw a ball, but with little control of direction or speed. (36 mos.; Meisels and others 2003, 76)	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
	Bend over to pick up a toy and stand up without trouble. (By 36 mos.; American Academy of Pediatrics 2004)	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Pedal a tricycle. (32–36 mos.; Parks 2004; 36 mos.; Davies 2004, 194)	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Climb up climbers and ladders. (34–36 mos.; Parks 2004)	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Walk backward a few feet. (28–29.5 mos.; Parks 2004; scaled score of 10 for 34:16–35:15 mos.; Bayley 2006, #63, 167)	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Jump up with both feet at the same time. (30–36 mos.; Parks 2004; by 30 mos.; Apfel and Provence 2001, 33)	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Catch a medium-size ball. (35–36+ mos.; Parks 2004)	Gross Motor	C. Active Play	1.3 Catches ball
	Walk up stairs, without holding on, placing one foot on each step. (30 mos.; Squires, Potter, and Bricker 1999; by end of 24–36 mos., 34–36+ mos.; Parks 2004, 304; scaled score of 10 for 35:16–36:15 mos.; Bayley 2006, 64)	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs

Foundation: Fine Motor

The developing ability to move the small muscles

8 months	Reach for and grasp an object, using one hand. (5–8 mos.; Introduction to Infant Development, 2002, 62; by end of 7 mos.; American Academy of Pediatrics 2004, 205; 7–8 1/2 mos.; Parks 2004)	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Use hand in a raking or sweeping motion to bring a toy closer. (7–8 mos.; Parks 2004; by end of 7 mos.; American Academy of Pediatrics 2004, 205; 7–8 mos.; Frankenburg and Dodds 1990)	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Hold a small block using the thumb and fingertips. (item right before scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 127)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Hold a small block in each hand and bang the blocks together. (Scaled score of 10 7:16–8:15 mos.; Bayley 2006, 127)	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
18 months	Hold a crayon between fingers and thumb. (13–18 mos.; Slater and Lewis 2002, 62; scaled score of 10 for 17:16–18:15 mos.; Bayley 2006, 131)	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Scribble with big arm movements. (13–18 mos.; Introduction to Infant Development, 2002, 62)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Place pegs into a pegboard. (16–19 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Hold a toy with one hand and use the fingers of the other hand to explore it. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Point to the pictures of a book. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Place a stacking ring on the post. (By 18 mos.; Meisels and others 2003, 40)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Use two hands to pick up a big truck, but only one hand to pick up a small one. (12–18 mos.; Parks 2004, 81)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Use the wrists to rotate objects in order to explore all sides. (18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use one hand in opposition to the other. (18 mos.; Meisels and others 2003, 40)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object

CA Foundations
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

36 months	Use child-safe scissors in one hand to make snips in a piece of paper. (Scaled score of 10 for 34:16–35:15 mos.; Bayley 2006, 136; 28–35 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	String large wooden beads onto a shoelace. (33–36 mos.; Parks 2004)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Build a tall tower with six or more blocks. (28–31 mos.; Parks 2004; by the end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Turn the pages of a paper book, one at a time. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Twist toy nuts and bolts on and off. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Open a door by turning the round handle. (By end of 24–36 mos.; American Academy of Pediatrics 2004, 305)	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use one hand to hold and drink from a cup. (By 36 mos.; Meisels and others 2003, 77)	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Place a wooden puzzle piece in the correct place in the puzzle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Use thumb, index, and middle fingers to draw or write with a crayon, marker, or pencil. (Scaled score of 10 for 21:15–22:15 and 35:16–36:15 mos.; Bayley 2006, 136; by 36 mos.; Apfel and Provence 2001, 33)	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

Preschool Learning Foundations Volume 1

Social-Emotional Development

Self

1.0 Self-Awareness

At around 48 months of age	1.1 Describe their physical characteristics, behavior, and abilities positively.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
At around 60 months of age	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

2.0 Self-Regulation

At around 48 months of age	2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
At around 60 months of age	2.1 Regulate their attention, thoughts, feelings, and impulses more contently, although adult guidance is sometimes necessary.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

3.0 Social and Emotional Understanding

At around 48 months of age	3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
At around 60 months of age	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

4.0 Empathy and Caring

At around 48 months of age	4.1 Demonstrate concern for the needs of others and people in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
At around 60 months of age	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

5.0 Initiative in Learning

At around 48 months of age	5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
At around 60 months of age	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Social Interaction

1.0 Interactions with Familiar Adults

At around 48 months of age	1.1 Interact with familiar adults comfort-ably and competently, especially in familiar settings.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
At around 60 months of age	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

2.0 Interactions with Peers

At around 48 months of age	2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2.2 Participate in simple sequences of pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
At around 60 months of age	2.1 More actively and intentionally cooperate with each other.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

3.0 Group Participation

At around 48 months of age	3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
At around 60 months of age	3.1 Participate positively and cooperatively as group members.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

4.0 Cooperation and Responsibility

At around 48 months of age	4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
At around 60 months of age	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Relationships

1.0 Attachments to Parents

At around 48 months of age	1.1 Seek security and support from their primary family attachment figures.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
At around 60 months of age	1.1 Take greater initiative in seeking support from their primary family attachment figures.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

2.0 Close Relationships with Teachers and Caregivers

At around 48 months of age	2.1 Seek security and support from their primary teachers and caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
At around 60 months of age	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

3.0 Friendships

At around 48 months of age	3.1 Choose to play with one or two special peers whom they identify as friends.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
At around 60 months of age	3.1 Friends are more reciprocal, exclusive, and enduring.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

Language and Literacy

Listening and Speaking

1.0 Language Use and Conventions

At around 48 months of age	1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1.2 Speak clearly enough to be understood by familiar adults and children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1.3 Use accepted language and style during communication with familiar adults and children.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	1.4 Use language to construct short narratives that are real or fictional.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
At around 60 months of age	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	1.4 Use language to construct extended narratives that are real or fictional.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

2.0 Vocabulary

At around 48 months of age	2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	2.3 Understand and use simple words that describe the relations between objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
At around 60 months of age	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	2.3 Understand and use both simple and complex words that describe the relations between objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

3.0 Grammar

At around 48 months of age	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
At around 60 months of age	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Reading**1.0 Concepts about Print**

At around 48 months of age	1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	1.2 Recognize print as something that can be read.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
At around 60 months of age	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	1.2 Understand that print is something that is read and has specific meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

2.0 Phonological Awareness

At around 60 months of age	2.1 Orally blend and delete words and syllables without the support of pictures or objects.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3.0 Alphabetics and Word/Print Recognition				
At around 48 months of age	3.1 Recognize the first letter of own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	3.2 Match some letter names to their printed form.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
At around 60 months of age	3.1 Recognize own name or other common words in print.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts
	3.3 Begin to recognize that letters have sounds.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
4.0 Comprehension and Analysis of Age-Appropriate Text				
At around 48 months of age	4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling reenacting, or creating artwork.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	4.2 Demonstrate knowledge from informational text through labeling describing, playing, or creating artwork.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
At around 60 months of age	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
5.0 Literacy Interest and Response				
At around 48 months of age	5.1 Demonstrate enjoyment of literacy and literacy-related activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	5.2 Engage in routines associated with literacy activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
At around 60 months of age	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	5.2 Engage in more complex routines associated with literacy activities.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Writing

1.0 Writing Strategies

At around 48 months of age	1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	1.2 Write using scribbles that are different from pictures.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	1.3 Write marks to represent own name.	Literacy	E. Writing	3.2 Prints first name
At around 60 months of age	1.1 Adjust grasp and body position for increased control in drawing and writing.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	1.2 Write letters or letter-like shapes to represent words or ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	1.3 Write first name nearly correctly.	Literacy	E. Writing	3.2 Prints first name

English-Language Development

Listening

1.0 Children listen with understanding.

Focus: Beginning words

Beginning	1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Middle	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
Later	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Focus: Requests and directions

Beginning	1.2 Begin to follow simple directions in English, especially when there are contextual cues.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Middle	1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Later	1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

Focus: Basic and advanced concepts

Beginning	1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with assistance of an interpreter if necessary.)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
Middle	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>
Later	1.3 Demonstrate an understanding of words in English related to more advanced concepts.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions

Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Communication of needs

Beginning	1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Middle	1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch - that is, use the home language and English - and use telegraphic and/or formulaic speech).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Later	1.1 Show increasing reliance on verbal communication in English to be understood by others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Focus: Vocabulary production

Beginning	1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Middle	1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Later	1.2 Use new English vocabulary to share knowledge of concepts.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Focus: Conversation

Beginning	1.3. Converse in the home language (as reported by parents, teachers, assistants, or others, with assistance of an interpreter if necessary).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Middle	1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Later	1.3 Sustain a conversation in English about a variety of topics.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Focus: Utterance length and complexity

Beginning	1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Middle	1.4 Use two- and three- word utterances in English to communicate.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Later	1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Focus: Grammar				
Beginning	1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences 2.2 Uses regular plural nouns 3. Uses helping verbs 3.1 Uses irregular past tense of common verbs 3.2 Uses regular past tense of common verbs 3.3 Uses <i>to be</i> verbs
Middle	1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences 2.1 Uses irregular plural nouns in multiple-word sentences 2.2 Uses regular plural nouns 3. Uses helping verbs 3.1 Uses irregular past tense of common verbs 3.2 Uses regular past tense of common verbs 3.3 Uses <i>to be</i> verbs
Later	1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences 2.1 Uses irregular plural nouns in multiple-word sentences 2.2 Uses regular plural nouns 3. Uses helping verbs 3.1 Uses irregular past tense of common verbs 3.2 Uses regular past tense of common verbs 3.3 Uses <i>to be</i> verbs
Focus: Inquiry				
Beginning	1.6 Ask a variety of types of questions (e.g., "what," "why," "how," "when," and "where") in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
Middle	1.6 Begin to use "what" and "why" questions in English, sometimes with errors.	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
Later	1.6 Begin to use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors.	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions

2.0 Children begin to understand and use social conventions in English.

Focus: Social conventions

Beginning	2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Middle	2.1 Demonstrate a beginning understanding of English social conventions.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Later	2.1 Appropriately use words and tone of voice associated with social conventions in English.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language

3.0 Children use language to create oral narratives about their personal experiences.

Focus: Narrative development

Beginning	3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Middle	3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later	3.1 Produce simple narratives in English that are real or fictional.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Reading**1.0 Children demonstrate an appreciation and enjoyment of reading and literature.**

Focus: Participate in read-aloud activity

Beginning	1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Middle	1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Later	1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Focus: Interest in books and reading				
Beginning	1.2 "Read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Middle	1.2 Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Later	1.2 Choose to "read" familiar books written in English with increasing independence and talk about the books in English.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
2.0 Children show an increasing understanding of book reading.				
Focus: Personal connections to the story				
Beginning	2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Middle	2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later	2.1 Begin to engage in extended conversations in English about stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Focus: Story structure				
Beginning	2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Middle	2.2 Retell a story using the home language and some English when read or told a story in English.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Later	2.2 Retell in English the majority of a story read or told in English.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

3.0 Children demonstrate an understanding of print conventions.

Focus: Book handling

Beginning	3.1 Begin to understand that books are read in a consistent manner (e.g., in English pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Middle	3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from home language.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Later	3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

4.0 Children demonstrate awareness that print carries meaning.

Focus: Environmental print

Beginning	4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Middle	4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Later	4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

5.0 Children demonstrate progress in their knowledge of the alphabet in English.

Focus: Letter awareness

Beginning	5.1 Interact with material representing the letters of the English alphabet.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
Middle	5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
Later	5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name

Focus: Letter recognition

Beginning	5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Middle	5.2 Identify some letters of the alphabet in English.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Later	5.2 Identify ten or more letters of the alphabet in English.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

6.0 Children demonstrate phonological awareness.

Focus: Rhyming

Beginning	6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Middle	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Later	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

Focus: Onset (initial sound)

Beginning	6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Middle	6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Later	6.2 Recognize and produce words that have a similar onset (initial sound) in English.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Focus: Sound differences in the home language and English

Beginning	6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
Middle	6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
Later	6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words

Writing

1.0 Children use writing to communicate their ideas.

Focus: Writing as communication

Beginning	1.1 Begin to understand that writing can be used to communicate.	Literacy	E. Writing	1.1 Dictates description of drawing
Middle	1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	Literacy	E. Writing	1.1 Dictates description of drawing
Later	1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	Literacy	E. Writing	1.1 Dictates description of drawing

Focus: Writing to represent words or ideas

Beginning	1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	Literacy	E. Writing	3. Writes words using conventional spelling
Middle	1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	Literacy	E. Writing	2.1 Makes representational drawings
Later	1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	Literacy	E. Writing	2.1 Makes representational drawings

Focus: Writing their name

Beginning	1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	Literacy	E. Writing	3.1 Writes using developmental spelling
Middle	1.3 Attempt to copy their own name in English or in the writing system of their home language.	Literacy	E. Writing	3.3 Copies entire first name
Later	1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent the pronunciation in their home language.	Literacy	E. Writing	3.2 Prints first name

Mathematics

Number Sense

1.0 Children begin to understand numbers and quantities in their everyday environment.

At around 48 months of age	1.1 Recite numbers in order to ten with increasing accuracy.	Math	A. Counting	2.2 Recites numbers 1–10
	1.2 Begin to recognize and name a few written numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Math	A. Counting	2. Counts out 10 items
	1.5 Use the number name of the last object counted to answer the question, “How many ...?”	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

1.0 Children expand their understanding of numbers and quantities in their everyday environment.

At around 60 months of age	1.1 Recite numbers in order to twenty with increasing accuracy.	Math	A. Counting	3.2 Recites numbers 1–20
	1.2 Recognize and know the name of some written numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Math	A. Counting	2. Counts out 10 items
	1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

2.0 Children begin to understand number relationships and operations in their everyday environment.

At around 48 months of age	2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same”.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	2.3 Understand that putting two groups of objects together will make a bigger group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	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

2.0 Children expand their understanding of number relationships and operations in their everyday environment.				
At around 60 months of age	2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	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
	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Math	D. Addition and Subtraction	1.2 Counts forward to 10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
Algebra and Functions (Classification and Patterning)				
1.0 Children begin to sort and classify objects in their everyday environment.				
At around 48 months of age	1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.				
At around 60 months of age	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
2.0 Children begin to recognize simple, repeating patterns.				
At around 48 months of age	2.1 Begin to identify or recognize a simple repeating pattern.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2.2 Attempt to create a simple repeating pattern or participate in making one.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
2.0 Children expand their understanding of simple, repeating patterns.				
At around 60 months of age	2.1 Recognize and duplicate simple and repeating patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	2.2 Begin to extend and create simple repeating patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Measurement				
1.0 Children begin to compare and order objects.				
At around 48 months of age	1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	1.2 Order three objects by size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
1.0 Children expand their understanding of comparing, ordering, and measuring objects.				
At around 60 months of age	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	1.2 Order four or more objects by size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Geometry				
1.0 Children begin to identify and use common shapes in their everyday environment.				
At around 48 months of age	1.1 Identify simple two-dimensional shapes, such as a circle and square.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	1.2 Use individual shapes to represent different elements of a picture of design.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
1.0 Children identify and use a variety of shapes in their everyday environment.				
At around 60 months of age	1.1 Identify , describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	1.2 Combine different shapes to create a picture or design.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
2.0 Children begin to understand positions in space.				
At around 48 months of age	2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2.0 Children expand their understanding of positions in space.				
At around 60 months of age	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Mathematical Reasoning				
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.				
At around 48 months of age	1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.				
At around 60 months of age	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Preschool Learning Foundations Volume 2

Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

At around 48 months of age	1.1 Notice and communicate about objects or forms that appear in art.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
At around 60 months of age	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	1.2 Begin to plan art and show increasing care and persistence in completing it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	Cognitive	A. Early Social Communication	4.2 Makes choices to express preferences
	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	Cognitive	A. Early Social Communication	4.2 Makes choices to express preferences

2.0 Develop Skills in Visual Art

At around 48 months of age	2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	Literacy	E. Writing	2.1 Makes representational drawings
	2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	2.4 Begin to use paper and other materials to assemble simple collages.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	2.5 Begin to recognize and name materials and tools used for visual arts.*	Cognitive	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	2.6 Demonstrate some motor control when working with visual arts tools.*	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
At around 60 months of age	2.1 Draw single circle and add lines to create representations of people and things.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Literacy	E. Writing	2.1 Makes representational drawings
	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Literacy	E. Writing	2.1 Makes representational drawings
	2.4 Use paper and other materials to make two- and three-dimensional assembled works.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	2.5 Recognize and name materials and tools used for visual arts.*	Cognitive	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.*	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
3.0 Create, Invent, and Express Through Visual Art				
At around 48 months of age	3.1 Create art and sometimes name the work.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	3.2 Begin to draw figures or objects.*	Cognitive	E. Writing	2. Writes and draws for a variety of purposes
	3.3 Begin to use intensity of marks and color to express a feeling or mood.	Cognitive	E. Writing	2. Writes and draws for a variety of purposes
At around 60 months of age	3.1 Intentionally create content in a work of art.	Cognitive	E. Writing	2.1 Makes representational drawings
	3.2 Draw more detailed figures or objects with more control of line and shape.*	Cognitive	E. Writing	2.1 Makes representational drawings
	3.3 Use intensity of marks and color more frequently to express a feeling or mood.	Cognitive	E. Writing	2.1 Makes representational drawings
Music				
1.0 Notice, Respond, and Engage*				
At around 48 months of age	1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	1.2 Recognize simple repeating melody and rhythm patterns.**	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	1.3 Identify the sources of a limited variety of musical sounds.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.*	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	1.2 Demonstrate more complex repeating melody and rhythm patterns.**	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	1.3 Identify the sources of a wider variety of music and music-like sounds.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.*	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

2.0 Develop Skills in Music

At around 48 months of age	2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
At around 60 months of age	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

3.0 Create, Invent, and Express Through Music

At around 48 months of age	3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3.3 Improvise vocally and instrumentally.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
At around 60 months of age	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	3.3 Explore, improvise, and create brief melodies with voice or instrument.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Drama**1.0 Notice, Respond, and Engage**

At around 48 months of age	1.1 Demonstrate an understanding of simple drama vocabulary.*	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	1.2 Identify preferences and interests related to participating in drama.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1.3 Demonstrate knowledge of simple plot of a participatory drama.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
At around 60 months of age	1.1 Demonstrate a broader understanding of drama vocabulary.*	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	1.2 Explain preferences and interests related to participating in drama.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

2.0 Develop Skills to Create, Invent, and Express Through Drama

At around 48 months of age	2.1 Demonstrate basic role-play skills with imagination and creativity.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	2.1 Demonstrate extended role-play skills with increased imagination and creativity.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Dance**1.0 Notice, Respond, and Engage**

At around 48 months of age	1.1 Engage in dance movements.	Gross Motor	All	All
	1.2 Begin to understand and use vocabulary related to dance.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	1.4 Explore and use different steps and movements to create or form a dance.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
At around 60 months of age	1.1 Further engage and participate in dance movements.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	1.2 Connect dance terminology with demonstrated steps.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	1.4 Use understanding of different steps and movements to create or form a dance.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

2.0 Develop Skills in Dance

At around 48 months of age	2.1 Begin to be aware of own body in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2.2 Begin to be aware of other people in dance or when moving in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2.3 Begin to respond to tempo and timing through movement.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	2.1 Continue to develop awareness of body in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

3.0 Create, Invent, and Express Through Dance

At around 48 months of age	3.1 Begin to act out and dramatize through music and movement patterns.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	3.2 Invent dance movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	3.3 Improvise simple dances that have a beginning and an end.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
At around 60 months of age	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	Cognitive	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	3.2 Invent and recreate dance movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	3.3 Improvise more complex dances that have a beginning, middle, and an end.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3.4 Communicate and express feelings intentionally through dance.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Physical Development

Fundamental Movement Skills

1.0 Balance

At around 48 months of age	1.1 Maintain balance while holding still; sometimes may need assistance.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
At around 60 months of age	1.1 Show increasing balance and control when holding still.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	Gross Motor	B. Movement and Coordination	3.1 Walks without support

2.0 Locomotor Skills

At around 48 months of age	2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	Gross Motor	B. Movement and Coordination	5.1 Runs
	2.3 Jump for height (up or down) and for distance with beginning competence.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
At around 60 months of age	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	Gross Motor	B. Movement and Coordination	5.1 Runs
	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

3.0 Manipulative Skills

At around 48 months of age	3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Fine Motor	B. Functional Skill Use	All
At around 60 months of age	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Fine Motor	B. Functional Skill Use	All

Perceptual–Motor Skills and Movement Concepts**1.0 Body Awareness**

At around 48 months of age	1.1 Demonstrate knowledge of the names of body parts.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	1.1 Demonstrate knowledge of an increasing number of body parts.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

2.0 Spatial Awareness

At around 48 months of age	2.1 Use own body as reference point when locating or relating to other people or objects in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

3.0 Directional Awareness

At around 48 months of age	3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3.2 Move forward and backward or up and down easily.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	3.3 Can place an object on top of or under something with some accuracy.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	3.4 Use any two body parts together.	Gross Motor	B. Movement and Coordination	All
At around 60 months of age	3.1 Begin to understand and distinguish between the sides of the body.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3.2 Can change directions quickly and accurately.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	Fine Motor	B. Functional Skill Use	All

Active Physical Play

1.0 Active Participation

At around 48 months of age	1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	Gross Motor	C. Active Play	All
At around 60 months of age	1.1 Initiate more complex physical activities for a sustained period of time.	Gross Motor	C. Active Play	All

2.0 Cardiovascular Endurance

At around 48 months of age	2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	Gross Motor	C. Active Play	All
At around 60 months of age	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	Gross Motor	C. Active Play	All

3.0 Muscular Strength, Muscular Endurance, and Flexibility

At around 48 months of age	3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Gross Motor	C. Active Play	All
At around 60 months of age	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Gross Motor	C. Active Play	All

Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	1.1 Demonstrate knowledge of some steps in the handwashing routine.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
At around 60 months of age	1.1 Demonstrate knowledge of more steps in the handwashing routine.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

2.0 Oral Health

At around 48 months of age	2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
At around 60 months of age	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

3.0 Knowledge of Wellness

At around 48 months of age	3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
At around 60 months of age	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

4.0 Sun Safety

At around 48 months of age	4.1 Begin to practice sun-safe actions, with adult support and guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
At around 60 months of age	4.1 Practice sun-safe actions with decreasing adult support and guidance.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Safety

1.0 Injury Prevention

At around 48 months of age	1.1 Follow safety rules with adult support and prompting.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
At around 60 months of age	1.1 Follow safety rules more independently though may still need adult support and prompting.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	1.1 Identify different kinds of foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
At around 60 months of age	1.1 Identify a larger variety of foods and may know some of the related food groups.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

2.0 Nutrition Choices

At around 48 months of age	2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	2.2 Indicate food preferences that reflect familial and cultural practices.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
At around 60 months of age	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

3.0 Self-Regulation of Eating

At around 48 months of age	3.1 Indicate awareness of own hunger and fullness.	Adaptive	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
At around 60 months of age	3.1 Indicate greater awareness of own hunger and fullness.	Adaptive	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst

Preschool Learning Foundations Volume 3

History—Social Science

Self and Society

1.0 Culture and Diversity

At around 48 months of age	1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
At around 60 months of age	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

2.0 Relationships

At around 48 months of age	2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	Social-Emotional	A. Interactions with Adults	All
		Social-Emotional	C. Interactions with Peers	All
At around 60 months of age	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	Social-Emotional	A. Interactions with Adults	All
		Social-Emotional	C. Interactions with Peers	All

3.0 Social Roles and Occupations

At around 48 months of age	3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
At around 60 months of age	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Becoming a Preschool Community Member (Civics)

1.0 Skills for Democratic Participation

At around 48 months of age	1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
At around 60 months of age	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

2.0 Responsible Conduct

At around 48 months of age	2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self control is inconsistent, however, especially when children are frustrated or upset.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
At around 60 months of age	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

3.0 Fairness and Respect for Other People

At around 48 months of age	3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
At around 60 months of age	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

4.0 Conflict Resolution

At around 48 months of age	4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
At around 60 months of age	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Sense of Time (History)

1.0 Understanding Past Events

At around 48 months of age	1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	Cognitive	B. Imitation and Memory	3. Relates past events
At around 60 months of age	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	Cognitive	B. Imitation and Memory	3. Relates past events

2.0 Anticipating and Planning Future Events

At around 48 months of age	2.1 Anticipate events in familiar situations in the near future, with adult assistance.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
At around 60 months of age	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

3.0 Personal History

At around 48 months of age	3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	Cognitive	B. Imitation and Memory	3. Relates past events
At around 60 months of age	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues

4.0 Historical Changes in People and the World

At around 48 months of age	4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	Cognitive	B. Imitation and Memory	3. Relates past events
At around 60 months of age	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	Cognitive	B. Imitation and Memory	3. Relates past events

Sense of Place (Geography and Ecology)

1.0 Navigating Familiar Locations

At around 48 months of age	1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
At around 60 months of age	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

2.0 Caring for the Natural World

At around 48 months of age	2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
At around 60 months of age	2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

2.0 Caring for the Natural World

At around 48 months of age	3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
At around 60 months of age	3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Marketplace (Economics)				
1.0 Exchange				
At around 48 months of age	1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
At around 60 months of age	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Science

Scientific Inquiry

1.0 Observation and Investigation

At around 48 months of age	1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1.2 Observe objects and events in the environment and describe them.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1.3 Begin to identify and use, with adult support, some observation and measurement tools.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1.4 Compare and contrast objects and events and begin to describe similarities and differences.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	1.5 Make predictions and check them, with adult support, through concrete experiences.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	1.6 Make inferences and form generalizations based on evidence.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
At around 60 months of age	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	1.2 Observe objects and events in the environment and describe them in greater detail.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
2.0 Documentation and Communication				
At around 48 months of age	2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
At around 60 months of age	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Physical Sciences				
1.0 Properties and Characteristics of Nonliving Objects and Materials				
At around 48 months of age	1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2.0 Changes in Nonliving Objects and Materials				
At around 48 months of age	2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing, pulling, rolling, dropping) on making objects move.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
At around 60 months of age	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the way things move), and to explore the effect of own action on the motion of objects, including changes in speed and direction.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

CA Foundations		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Life Sciences				
1.0 Properties and Characteristics of Living Things				
At around 48 months of age	1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
At around 60 months of age	1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1.3 Recognize that living things have habitats in different environments suited to their unique needs.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
2.0 Changes in Living Things				
At around 48 months of age	2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things can change over time in size and in other capacities as they grow.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.2 Recognize that animals and plants require care and begin to associate feeding and watering with growth of humans, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
At around 60 months of age	2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Earth Sciences

1.0 Properties and Characteristics of Earth Materials and Objects

At around 48 months of age	1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
At around 60 months of age	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

2.0 Changes in the Earth

At around 48 months of age	2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.2 Notice and describe changes in weather.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
At around 60 months of age	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings