



## ALIGNMENT

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

## **WITH Maryland Early Learning Standards**

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

This document aligns the 1 year, 2 years, 3 years, 4 years, and Kindergarten content from the *Maryland Early Learning Standards* [2016] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

Maryland State Department of Education. (2016). *Maryland Early Learning Standards*. Retrieved from:  
[https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix\\_2016.pdf](https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-appendix_2016.pdf)

AEPS-3 products can be purchased online at [www.brookespublishing.com/aeps](http://www.brookespublishing.com/aeps) or by calling 1-800-638-3775.

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

Created May 2023

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Language & Literacy				
Strand: Reading Literature				
<b>Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., repeat repetitive phrases from a story).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
4 Years	A. Key Ideas & Details RL1: With modeling and prompting, answer questions about details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Kindergarten	A. Key Ideas & Details RL1: With prompting and support, ask and answer questions about key details in a text	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while it is being read).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	Literacy	D. Vocabulary and Story Comprehension	All

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Key Ideas & Details RL2: With modeling and support, retell familiar stories/poems.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Kindergarten	A. Key Ideas & Details RL2: With prompting and support, retell familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
<b>Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).	Literacy	D. Vocabulary and Story Comprehension	All
4 Years	A. Key Ideas & Details RL3: With modeling and support, identify characters, settings and major events in a story	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten	A. Key Ideas & Details RL3: With prompting and support, identify characters, settings, and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).	Literacy	D. Vocabulary and Story Comprehension	All
2 Years	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
3 Years	Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4 Years	A. Craft & Structure RL4: With modeling and support, answer questions about unknown words in stories and poems.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Kindergarten	A. Craft & Structure RL4: Ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4 Years	A. Craft & Structure RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Craft & Structure RL5: Recognize common types of texts (e.g., storybooks, poems).	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Assess how point of view or purpose shapes the content and style of a text.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials)	Literacy	D. Vocabulary and Story Comprehension	All
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books)	Literacy	D. Vocabulary and Story Comprehension	All
4 Years	A. Craft & Structure RL6: With modeling and support, identify the role of author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten	A. Craft & Structure RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4 Years	A. Integration of Knowledge & Ideas RL7: With modeling and support, tell how the illustrations support the story.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Kindergarten	A. Integration of Knowledge & Ideas RL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</b>				
1 Year				
2 Years				
3 Years				
4 Years	A. Integration of Knowledge & Ideas RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Kindergarten	A. Integration of Knowledge & Ideas RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Standard: Read and comprehend complex literary and informational texts independently and proficiently</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while you are reading).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
4 Years	A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Reading Informational Text				
Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., point to and name several pictures in a book).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a book).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
4 Years	A. Key Ideas & Details RI1: With modeling and support, answer questions about details in an informational text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Kindergarten	A. Key Ideas & Details RI1: With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
4 Years	A. Key Ideas & Details RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Key Ideas & Details RI2: With prompting and support, identify the main topic and retell key details of a text.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
<b>Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text</b>				
<b>Learning Progression: Story/Text Comprehension</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
4 Years	A. Key Ideas & Details RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Kindergarten	A. Key Ideas & Details RI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
3 Years	Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4 Years	A. Craft & Structure RI4: With modeling and support, answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Kindergarten	A. Craft & Structure RI4: With prompting and support, ask and answer questions about unknown words in a text	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
<b>Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
4 Years	A. Craft & Structure RI5: With modeling and support identify the front cover, and back cover of a book	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Kindergarten	A. Craft & Structure RI5: Identify the front cover, back cover, and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Assess how point of view or purpose shapes the content and style of a text</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	Literacy	D. Vocabulary and Story Comprehension	All
4 Years	A. Craft & Structure RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Kindergarten	A. Craft & Structure RI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
<b>Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
4 Years	A. Integration of Knowledge and Ideas RI7: With modeling and support, tell how the illustrations/photographs support the text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Integration of Knowledge and Ideas RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
<b>Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
4 Years	A. Integration of Knowledge and Ideas RI8: With modeling and support identify the reasons an author gives to support points in a text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Integration of Knowledge and Ideas RI8: With prompting and support, identify the reasons an author gives to support points in a text.	Literacy	D. Vocabulary and Story Comprehension	All
<b>Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>				
1 Year				
2 Years				
3 Years				
4 Years	A. Integration of Knowledge and Ideas RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Integration of Knowledge and Ideas RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Read and comprehend complex literary and informational texts independently and proficiently.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
2 Years	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while you are reading).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Years	Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
4 Years	A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
<b>Standard: RF1 Demonstrate understanding of the organization and basic features of print.</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that symbols have corresponding meaning (e.g., put toys away in correctly labeled bins or shelves).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
3 Years	Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
4 Years	A. Print Concepts RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	RF1.b: Recognize that spoken words can be written and read.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	RF1.c: Understand that words are separated by spaces in print.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	RF1.d: Recognize and name some upper and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Print Concepts RF1.a: Follow words from left to right, top to bottom, and page by page.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	RF1.b: Recognize that spoken words are represented in written language by specific sequences of letters.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	RF1.c: Understand that words are separated by spaces in print.	Literacy	E. Writing	3. Writes words using conventional spelling
	RF1.d: Recognize and name all upper and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
<b>Standard: RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>				
1 Year	Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs).	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
2 Years	Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental sounds such as a doorbell, fire engine, or water running).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Years	Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4 Years	A. Phonological Awareness RF2.a: Recognize rhyming words in spoken language.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	RF2.b: Identify and isolate individual words in a spoken sentence.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	RF2.c: Count, pronounce, blend, and segment syllables in spoken words.	Literacy	B. Phonological Awareness	3 (All)
	RF2.d: Blend and segment onsets and rimes of single syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	RF2.e: Isolate and pronounce the initial sound in spoken words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Phonological Awareness RF2.a: Recognize and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	RF2.b: Count, pronounce, blend, and segment syllables in spoken words.	Literacy	B. Phonological Awareness	3 (All)
	RF2.c: Blend and segment onsets and rimes of single syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	RF2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/)	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	RF2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
<b>Standard: Know and apply grade- level phonics and word analysis skills in decoding words</b>				
1 Year	Recognize and react to the sounds of language (e.g., point or make sounds when looking at books, move rhythmically to familiar songs).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
2 Years	Recognize that symbols have corresponding meaning (e.g., use the stop sign in play with a car set, recognize familiar symbols such as hospital or library).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3 Years	Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
4 Years	A. Phonics & Word Recognition RF3.a: Recognize that words are made up of letters and their sounds.	Literacy	E. Writing	3.1 Writes using developmental spelling
	RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	RF3.c: Recognize name in print as well as some environmental print (symbols/words).	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Phonics & Word Recognition RF3.a: Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	RF3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	RF3.c: Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	RF3.d: Distinguish between similarly spelled words by identifying the sounds of the letter that differ.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
<b>Standard: Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., listen quietly to the story, and ask for it to be read again; learn some simple words and phrases from rhymes that are heard repeatedly).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Begin to develop fluency by imitative reading (e.g., ask for the same favorite book over and over again, recite a familiar nursery rhyme, poem or finger play with expression).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Years	Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4 Years	A. Fluency RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Fluency RF4: Read emergent-reader texts with purpose and understanding.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Writing				
<b>Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).	Literacy	E. Writing	3.4 Writes using “scribble writing”
3 Years	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	Literacy	E. Writing	1.2 Verbally labels representational drawings
4 Years	A. Text Types and Purposes W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	A. Text Types and Purposes W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....).	Literacy	E. Writing	2. Writes and draws for a variety of purposes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3 Years	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4 Years	A. Text Types and Purposes W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	A. Text Types and Purposes W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., intentionally make a mark on a piece of paper).	Literacy	E. Writing	3.4 Writes using “scribble writing”
3 Years	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).	Literacy	E. Writing	2.1 Makes representational drawings
4 Years	A. Text Types & Purposes W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	A. Text Types & Purposes W3: Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>				
1 Year				
2 Years				
3 Years				
4 Years	A. Production and Distribution of Writing W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	A. Production and Distribution of Writing W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., make a picture of with lines coming out of the bottom and sides of a circle and tell you that it is him).	Literacy	E. Writing	1.2 Verbally labels representational drawings
3 Years	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4 Years	A. Production and Distribution of Writing W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Kindergarten	A. Production and Distribution of Writing W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
<b>Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>				
1 Year				
2 Years				
3 Years				
4 Years	A. Research to Build and Present Knowledge W7: Participate in shared research and shared writing projects.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Kindergarten	A. Research to Build and Present Knowledge W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>				
1 Year				
2 Years				
3 Years				
4 Years	A. Research to Build and Present Knowledge W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	A. Research to Build and Present Knowledge W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Strand: Speaking &amp; Listening</b>				
<b>Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>				
1 Year	Communicate using consistent sounds, words, and gestures (e.g., use single words such as "no" and "bye" appropriately, shake head yes when asked, "Are you ready to go outside?").	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Enter into a conversation (e.g., repeat what has just been said, or make up a story to be part of the conversation; interrupt or talk over other people's conversation).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3 Years	Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Comprehension and Collaboration SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Kindergarten	A. Comprehension and Collaboration SL 1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	SL1.b: Continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>				
1 Year	Show more interest in speech (e.g., respond to one step direction such as “Come to mommy,” point to the cat in a book when you say, “Where is the cat?”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Use words and some common rules of speech to express ideas and thoughts (e.g., ask questions about the story as well as naming objects).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3 Years	Demonstrate active listening skills (e.g., ask questions about what has been heard).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
4 Years	A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>				
1 Year	Communicate using consistent sounds, words, and gestures (e.g., try to mimic words when prompted, begin to put two words together in a phrase).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Demonstrate active listening strategies (e.g., listen for short periods of time, begin to ask questions).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
3 Years	Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
4 Years	A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>				
1 Year	Communicate using consistent sounds, words, and gestures (e.g., start to put words together in phrases such as "ma-ma bye bye").	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
2 Years	Use words and some common rules of speech to express ideas and thoughts (e.g., use descriptive language to tell you what he wants).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3 Years	Demonstrate active listening skills (e.g., retell, and relate to what has been heard).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events with modeling and support.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., begin to participate in songs and rhymes by smiling, clapping, or making noise.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3 Years	Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).	Literacy	E. Writing	2.1 Makes representational drawings
4 Years	A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>				
1 Year	Communicate using consistent sounds, words, and gestures (e.g., get upset when adults don't understand what he says, begin to put two words together into a phrase)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2 Years	Use words and some common rules of speech to express ideas and thoughts (e.g., speak clearly enough to be understood without mumbling or running sounds together).	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
3 Years	Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 Years	A. Presentation of Knowledge and Ideas SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	A. Presentation of Knowledge and Ideas SL6: Speak audibly and express thoughts, feelings, and ideas clearly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Language				
Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking				
1 Year	Start to understand and use common rules of speech (e.g., use simple gestures such as shaking head for “no” or waving “bye bye”).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Use words and some common rules of speech to express ideas and thoughts (e.g., use the words I, we, he, and she in sentences, use some uncommon plurals such as “foots” instead of “feet”).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3 Years	Use more conventions of speech when speaking (e.g., use ‘s’ at the end of plurals and ‘ed’ for past tense, use plurals, pronouns and possessive words such as “my” and “his”).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 Years	A. Conventions of Standard English L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	L1.a: Print upper and lowercase letters in first name.	Literacy	E. Writing	3.2 Prints first name
	L1.b: Use frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L1.f: Produce complete sentences in shared language activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Conventions of Standard English L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	L1.a: Print many upper and lowercase letters.	Literacy	E. Writing	3. Writes words using conventional spelling
	L1.b: Use frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L1.c: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	L1.d: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	L1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L1.f: Produce and expand complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b>				
1 Year	Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3 Years	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	Literacy	E. Writing	3.4 Writes using “scribble writing”

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	Literacy	E. Writing	3. Writes words using conventional spelling
	L2.a Recognize that their name begins with a capital letter.	Literacy	E. Writing	3.2 Prints first name
	L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	L2.d Develop fine motor skills necessary to control and sustain handwriting.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Kindergarten	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	L2.a Capitalize the first word in a sentence and the pronoun I.	Literacy	E. Writing	3. Writes words using conventional spelling
	L2.b Recognize and name end punctuation.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	L2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Literacy	E. Writing	3. Writes words using conventional spelling
	L2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling
	L2.e Produce handwriting that is legible to the audience	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2 Years	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3 Years	Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4 Years	A. Vocabulary Acquisition and Use L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Kindergarten	A. Vocabulary Acquisition and Use L4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	L4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	L4.b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	L4.c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>				
1 Year				
2 Years				
3 Years				
4 Years	L5: With modeling and support from adults, explore word relationships and nuances in word meanings.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3 (All)
	L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	L5.c: Identify real-life connections between words and their use (e.g., note objects in classroom that are small).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten	L5: With guidance and support from adults, explore word relationships and nuances in word meanings.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	L5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3 (All)
	L5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	L5.c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	L5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>				
1 Year	Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
2 Years	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3 Years	Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4 Years	L6: Use words and phrases acquired through conversation, being read to, and responding to text.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	L6: Use words and phrases acquired through conversation, reading and being read to, and responding to text.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Mathematics				
Strand: Counting and Cardinality				
Standard: Know number names and the count sequence				
1 Year				
2 Years	Show beginning interest in quantity and number relationships (e.g., will give two crackers when asked, "Can I have two crackers?").	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
3 Years	Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
4 Years	A. Know Number Names and the Count Sequence PK.CC.1: Count verbally to ten by ones.	Math	A. Counting	2.2 Recites numbers 1–10
	PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	PK.CC.3: Identify written numerals 0- 10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
Kindergarten	A. Know Number Names and the Count Sequence K.CC.1: Count to 100 by ones and by tens.	Math	A. Counting	4 (All)
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	K.CC.3: Write numbers from zero to twenty. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	1, 2, and 3



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Count to tell the number of objects.</b>				
1 Year				
2 Years	Show beginning interest in quantity and number relationships (e.g., complain that a friend has more orange slices than he does).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
3 Years	Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4 Years	A. Count to Tell the Number of Objects PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	Math	A. Counting	2. Counts out 10 items
	PK.CC.4b: Recognize that the last number name said tells the number of objects counted.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	A. Compare Quantities PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).	Math	B. Quantitative Relations	1 (All)
		Math	B. Quantitative Relations	2 (All)

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Count to Tell the Number of Objects K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	3. Counts out 20 items
	K.CC.4c: Understand that each successive number name refers to a quantity that is one larger. Understand that each successive number name refers to a quantity that is one larger.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	K.CC.5: Count to answer “how many?” questions about as many as twenty things arranged in a line, a rectangular array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects.	Math	A. Counting	3. Counts out 20 items
	K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to ten objects).	Math	B. Quantitative Relations	2 (All)
	A. Compare Numbers K.CC.7: Compare two numbers between one and ten presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Operations & Algebraic Thinking				
Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
1 Year				
2 Years				
3 Years	Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).	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
4 Years	A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, or verbal explanations (up to five).	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
	PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
	PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.	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
	K.OA.2: Solve addition and subtraction word problems, and add and subtract within ten (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	K.OA.3: Decompose numbers less than or equal to ten into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (-) and equals (=)
	K.OA.4: For any number from one to nine, find the number that makes ten when added to the given number (e.g., by using objects or drawings and record the answer with a drawing or equation).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	K.OA.5: Fluently add and subtract within five.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Number and Operations in Base Ten				
Standard: Work with numbers to gain foundations for place value				
1 Year				
2 Years				
3 Years				
4 Years	A. Work with Numbers 0-10 to Gain Foundations for Place Value PK.NBT.1: Investigate the relationship between ten ones and ten.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Kindergarten	A. Work with Numbers 11-19 to Gain Foundations for Place Value K.NBT.1: Compose and decompose numbers from eleven to nineteen into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation - such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
Strand: Measurement & Data				
Standard: Describe and compare measurable attributes.				
1 Year				
2 Years	Show interest in quantity and number relationships (e.g., fill large and small containers with sand or water).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
3 Years	Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Describe and Compare Measureable Attributes PK.MD.1: Describe measurable attributes of objects, such as length or weight.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	A. Sort Objects into Categories and Compare Quantities PK.MD.3: Sort objects into self-selected and given categories.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	PK.MD.4: Compare categories using words such as more or same.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Kindergarten	A. Describe and Compare Measureable Attributes K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Cognitive	E. Scientific Discovery	4. Uses early conceptual comparisons
	A. Classify Objects and Count the Number of Objects in Each Category K.MD.3: Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Math	A. Counting	2.1 Counts 10 items to determine “How many?”

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Geometry				
Standard: Identify and describe shapes/reason with shapes and their attributes.				
1 Year	Use objects and toys more purposefully, exploring cause and effect relationships (e.g., put round shapes into the round holes more accurately).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
2 Years	Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., can match the colors and shapes in a matching puzzle).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3 Years	Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4 Years	A. Identify and Describe Two Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle) PK.G.1: Match like (congruent and similar) shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.2: Group the shapes by attributes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking PK.G.3: Match and sort three- dimensional shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	PK.G.4: Describe three-dimensional objects using attributes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.2: Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.3: Identify shapes as two- dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	A. Analyze, Compare, Create, and Compose Shape K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices /”corners”) and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	K.G.6: Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Social Studies				
Strand: Political Science				
Standard: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.				
1 Year	Gain in self-control and regulation (e.g., stop hitting another child when you say the child's name, allow another child to use a favored toy).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Rely on trusted adults to feel safe trying new activities (e.g., look to you for reassurance, for example, a word, a smile or a gesture).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
2 Years	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules, accept the consequences of his actions, and say, "I'm sorry" when prompted).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show increasing self-regulation (e.g., gain control of emotions with help of trusted adult or comfort item, begin to wait turn for juice or snack).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Continue to need the adult approval but show more independence (get up from the lunch table after a few bites, following mom as she leaves the room, then returning after knowing what she is doing).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, “We are a team”).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
4 Years	A. The Foundations and Function of Government 1. Identify the importance of rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2. Identify symbols and practices associated with the United States of America.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	B. Individual and Group Participation in the Political System 1. Recognize people important to the American political system.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	C. Protecting Rights and Maintaining Order 1. Identify the roles, rights, and responsibilities of being a member of the family and school.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergarten	A. The Foundations and Function of Government 1. Identify the importance of rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2. Identify symbols and practices associated with the United States of America.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	B. Individual and Group Participation in the Political System 1. Identify people important to the American political system.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	C. Protecting Rights and Maintaining Order 1. Describe the roles, rights, and responsibilities of being a member of the family and school.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Peoples of the Nation and the World				
Standard: Students will understand how people in Maryland, the United States and around the world are alike and different				
1 Year	Begin to be aware of the feelings of other children (e.g., think that other children would like the same games or food as he does, look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Interact with other children (e.g., choose to play in the same area as another child, offer a toy to another child, but show distress when he takes it)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
2 Years	Show more awareness of the feelings of another child (e.g., feel and express remorse by saying “I sorry” after accidentally knocking another child down, comfort another child who may be upset by patting or hugging the child).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Play alongside other children (e.g., need adult help to resolve conflicts, have short periods of play with other children, but mostly play beside them).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3 Years	Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing “Farmer in the Dell”).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 Years	A. Elements of Culture 1. Identify themselves as individuals and members of families that have the same human needs as others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	B. Cultural Diffusion	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	C. Conflict and Compromise 1. Identify how groups of people interact.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Elements of Culture 1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	B. Cultural Diffusion	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	C. Conflict and Compromise 1. Demonstrate how groups of people interact.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Strand: Geography				
Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities.				
1 Year				
2 Years				
3 Years	Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
4 Years	A. Using Geographic Tools 1. Recognize that a globe and maps are used to help people locate places.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	B. Geographic Characteristics of Places and Regions 1. Recognize that places in the immediate environment have specific physical and human-made features.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	C. Movement of People, Goods and Ideas 1. Identify the role of transportation in the community.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	A. Using Geographic Tools 1. Identify and describe how a globe and maps can be used to help people locate places.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	B. Geographic Characteristics of Places and Regions 1. Describe places in the immediate environment Using natural/ physical and human-made features.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	C. Movement of People, Goods and Ideas 1. Describe how transportation and communication link people and places.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	D. Modifying and Adapting to the Environment 1. Describe how people adapt to and modify their immediate environment	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Economics				
Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions				
1 Year				
2 Years				
3 Years				
4 Years	A. Scarcity and Economic Decision- Making 1. Recognize that people have to make choices because of unlimited economic wants.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	2. Identify that materials/resources are used to make products.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Explain how technology affects the way people live, work, and play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	B. Economic Systems and the Role of Government in the Economy 1. Identify types of local markets.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2. Identify how goods are acquired.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	A. Scarcity and Economic Decision-Making 1. Describe choices people make because of unlimited economic wants.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Identify that resources are used to make products.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Explain how technology affects the way people live, work, and play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	B. Economic Systems and the Role of Government in the Economy 1. Identify types of local markets.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	2. Describe how goods are acquired.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: History				
Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time				
1 Year				
2 Years				
3 Years				
4 Years	A. Change Over Time 1. Distinguish among past, present, and future time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten	A. Change Over Time 1. Distinguish among past, present, and future time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	2. Compare daily life and objects of today and long ago	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Social Studies and Processes				
Standard: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources				
1 Year				
2 Years				
3 Years				
4 Years	A. Learn to Read and Construct Meaning about Social Studies 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2. Use strategies to prepare for reading (before reading.)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	4. Use strategies to demonstrate understanding of the text (after reading).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	B. Learn to Write and Communicate Social Studies Understandings 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	2. Locate, retrieve, and use information from various sources to accomplish a purpose.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	C. Ask Social Studies Questions 1. Identify a topic that requires further study.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	2. Identify a situation or problem that requires study.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	D. Acquire Social Studies Information 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2. Engage in field work that relates to the topic/situation/ problem being studied.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	E. Organize Social Studies Information 1. Organize information from non-print sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Organize information from print sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	F. Analyze Social Studies Information 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	G. Answer Social Studies Questions 1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	A. Learn to Read and Construct Meaning about Social Studies 1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	2. Use strategies to prepare for reading (before reading).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	4. Use strategies to demonstrate understanding of the text (after reading).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	B. Learn to Write and Communicate Social Studies Understandings 1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	2. Locate, retrieve, and use information from various sources to accomplish a purpose.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	C. Ask Social Studies Questions 1. Identify a topic that requires further study.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	2. Identify a situation or problem that requires study.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	D. Acquire Social Studies Information 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	2. Engage in field work that relates to the topic/situation/ problem being studied.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	E. Organize Social Studies Information 1. Organize information from non-print sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Organize information from print sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	F. Analyze Social Studies Information 1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	G. Answer Social Studies Questions 1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources	Cognitive	E. Scientific Discovery	4. Transfers knowledge

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Science				
Strand: Skills & Processes				
Standard: Students will demonstrate the thinking and acting inherent in the practice of science				
1 Year	Use his senses to investigate the world around him, including solving problems (e.g., dump and fill objects, stack and knock down big blocks, push and pull a wagon, watching the wheels turn when trying different tactics to move it).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use objects and toys more purposefully, exploring cause and effect relationships (e.g., roll a ball back and forth with an adult).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Look at the correct picture or object when it is named (e.g., identify objects, body parts, and people).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use object and toys more purposefully.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
2 Years	Explore new ways to do things (e.g., use a spoon to dig in the garden, try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Seek information through observation, exploration and descriptive investigations (e.g., use senses to observe and gather information, want to pick up interesting things found on a walk, use tools for investigation).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Show interest in quantity and number relationships (fill large and small containers with sand or water).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., group items of similar colors, compare the color of his toy car to that of another child).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Use imagination, memory and reasoning to plan and make things happen (e.g., put a cushion sideways on the couch and pretend to be daddy driving to work, tell his caregiver that he is going to be a firefighter before going to the dramatic play area).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3 Years	Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and confirm that prediction by breaking, with assistance, the acorn to find out).	Cognitive	E. Scientific Discovery	2 (All)
	Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).	Cognitive	D. Reasoning	1. Uses object to obtain another object

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4 Years	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	B. Applying Evidence and Reasoning 1. People are more likely to believe your ideas if you can give good reasons for them.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	C. Communicating Scientific Information 1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	D. Technology 1. Design and make things with simple tools and a variety of materials.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2. Practice identifying the parts of things and how one part connects to and affects another.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	B. Applying Evidence and Reasoning 1. People are more likely to believe your ideas if you can give good reasons for them.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	C. Communicating Scientific Information 1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	D. Technology 1. Design and make things with simple tools and a variety of materials.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	2. Practice identifying the parts of things and how one part connects to and affects another.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand: Earth/Space				
Standard: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.				
1 Year				
2 Years				
3 Years	Begin to recognize his own physical and family characteristics and those of others (e.g., count how many boys are in the group he is playing with, go to the table when the teacher says that everyone who has brown hair may go)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Materials and Processes That Shape A Planet	Cognitive	E. Scientific Discovery	All
	B. Earth History	Cognitive	E. Scientific Discovery	All
	C. Plate Tectonics	Cognitive	E. Scientific Discovery	All
	D. Astronomy	Cognitive	E. Scientific Discovery	All
	E. Interactions of Hydrosphere and Atmosphere 2. Describe the weather using observations.	Cognitive	E. Scientific Discovery	All
	A. Diversity of Life 1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	Cognitive	E. Scientific Discovery	All
	B. Cells	Cognitive	E. Scientific Discovery	All
	C. Genetics 1. Observe, describe and compare different kinds of animals and their offspring.	Cognitive	E. Scientific Discovery	All
	D. Evolution	Cognitive	E. Scientific Discovery	All
	E. Flow of Matter and Energy	Cognitive	E. Scientific Discovery	All
	F. Ecology	Cognitive	E. Scientific Discovery	All
Kindergarten	A. Materials and Processes That Shape A Planet 1. Investigate objects and materials in the environment.	Cognitive	E. Scientific Discovery	All
	B. Earth History	Cognitive	E. Scientific Discovery	All
	C. Plate Tectonics	Cognitive	E. Scientific Discovery	All
	D. Astronomy 1. Observe celestial objects that are visible in the day and night sky.	Cognitive	E. Scientific Discovery	All
	E. Interactions of Hydrosphere and Atmosphere 2. Investigate and gather information about changes in weather.	Cognitive	E. Scientific Discovery	All
	A. Diversity of Life 1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them.	Cognitive	E. Scientific Discovery	All
	2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals.	Cognitive	E. Scientific Discovery	All

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	B. Cells	Cognitive	E. Scientific Discovery	All
	C. Genetics 1. Observe, describe and compare the life cycles of different kinds of animals and plants.	Cognitive	E. Scientific Discovery	All
	D. Evolution 1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.	Cognitive	E. Scientific Discovery	All
	E. Flow of Matter and Energy 1. Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.	Cognitive	E. Scientific Discovery	All
	F. Ecology 1. Investigate a variety of familiar places where plants and animal live to describe the place and the living things found there.	Cognitive	E. Scientific Discovery	All
Strand: Chemistry				
Standard: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.				
1 Year				
2 Years				
3 Years	Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., watch the fish and tell that he likes the biggest one best).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4 Years	A. Structure of Matter 1. Use evidence from investigations to describe the observable properties of a variety of objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	B. Conservation of Matter	Cognitive	E. Scientific Discovery	All
	C. States of Matter	Cognitive	E. Scientific Discovery	All
	D. Physical and Chemical Changes	Cognitive	E. Scientific Discovery	All

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Structure of Matter 1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations.	Cognitive	E. Scientific Discovery	All
	B. Conservation of Matter	Cognitive	E. Scientific Discovery	All
	C. States of Matter	Cognitive	E. Scientific Discovery	All
	D. Physical and Chemical Changes	Cognitive	E. Scientific Discovery	All
Strand: Physics				
Standard: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.				
1 Year				
2 Years				
3 Years				
4 Years	A. Mechanics	Cognitive	E. Scientific Discovery	All
	B. Thermodynamics	Cognitive	E. Scientific Discovery	All
	C. Electricity and Magnetism	Cognitive	E. Scientific Discovery	All
	D. Wave Interactions	Cognitive	E. Scientific Discovery	All
Kindergarten	A. Mechanics 1. Compare the different ways objects move.	Cognitive	E. Scientific Discovery	All
	2. Explain that there must be a cause for changes in the motion of an object.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	B. Thermodynamics 1. Describe that sunlight warms the land, air, and water using observations and age appropriate tools.	Cognitive	E. Scientific Discovery	All
	C. Electricity and Magnetism 3. Observe and gather information from the explorations to describe how magnets affect some objects.	Cognitive	E. Scientific Discovery	All
	D. Wave Interactions 2. Observe and describe that sound is produced by vibrating objects.	Cognitive	E. Scientific Discovery	All



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Environmental Science				
Standard: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective				
1 Year				
2 Years				
3 Years				
4 Years	A. Natural Resources and Human Needs	Cognitive	E. Scientific Discovery	All
	B. Environmental Issues	Cognitive	E. Scientific Discovery	All
Kindergarten	A. Natural Resources and Human Needs	Cognitive	E. Scientific Discovery	All
	B. Environmental Issues 1. Identify aspects of the environment that are made by humans and those that are not made by humans.	Cognitive	E. Scientific Discovery	2.3 Makes observations

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Health				
Strand: Safety & Injury Prevention				
Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.				
1 Year	Rely on trusted adults to feel safe trying new activities (e.g., show with words and gestures that he wants a trusted adult to be near him).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
2 Years	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3 Years	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 Years	A. Emergencies 1. Recognize how to respond appropriately to emergency situations.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	B. Safety Rules & Procedures	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Kindergarten	A. Emergencies 1. Recognize how to respond appropriately to emergency situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	B. Safety Rules & Procedures 1. Identify ways to be safe when outdoors.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2. Identify actions to stay safe from fires.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	3. Identify ways to be safe in a car.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	4. Tell what to know when lost (separated).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Nutrition & Fitness				
Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle				
1 Year				
2 Years				
3 Years				
4 Years	A. Responses to Food 1. Identify the relationship between food and the senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	E. Food & Health 1. Recognize the relationship between food and health.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	A. Responses to Food 1. Identify the relationship between food and the senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	B. Food Production 1. Tell the source of different foods.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	C. Manners 1. Define proper eating manners.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
	D. Nutrients E. Food & Health 1. Recognize the relationship between food and health.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	F. Nutrition & Physical Activity 1. Identify food categories.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Strand: Personal and Consumer Health				
Standard: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.				
1 Year				
2 Years				
3 Years				
4 Years				
Kindergarten	A. Personal Health Maintenance 1. Identify ways to care for your body.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Alcohol, Tobacco, and Other Drugs				
Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs				
Kindergarten	A. Medicine 1. Identify appropriate uses of medicine.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Strand: Family Life and Human Sexuality				
Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.				
1 Year				
2 Years				
3 Years				
4 Years				
Kindergarten	A. Family Unit 1. Define a family unit.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Strand: Disease & Prevention				
Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease				
1 Year				
2 Years	Enjoy doing for himself whatever he thinks he can do (e.g., perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards and wash his hands and use a towel to dry them).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
3 Years	Feel more grown up as he accomplishes self- help and housekeeping tasks with reminders (e.g., take of his own toileting needs and wash and dry his own hands).	Adaptive	B. Personal Care Routines	All
4 Years				
Kindergarten	A. Disease Classification 1. Define disease.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	B. Prevention Practices 1. Identify ways to reduce risk for becoming sick.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Physical Education				
Strand: Skillfulness				
Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills				
1 Year	Move constantly, showing increasing large muscle control (e.g., walk more than he crawls and pull a toy behind him as he walks, or push a toy in front of him).	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
2 Years	Use his whole body to develop spatial awareness (e.g., walk around a circle holding hands with other children and push himself on riding toys)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
3 Years	Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
4 Years	A. Fundamental Movement 1. Show fundamental movement skills.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
	B. Creative Movement 1. Show creative movement.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	C. Skill Themes 1. Show skill themes.	Gross Motor	C. Active Play	All

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Fundamental Movement 1. Show fundamental movement skills.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
	B. Creative Movement 1. Show creative movement.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	C. Skill Themes 1. Show skill themes.	Gross Motor	C. Active Play	All

### Strand: Biomechanical Principles

**Standard: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety**

1 Year	Perform more complex movements with his arms and legs (e.g., walk more than he crawls and pull a toy behind him as he walks or push a toy in front of him).	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
2 Years	Use his whole body to develop spatial awareness (e.g., walk around in a circle holding hands with other children and push himself on riding toys).	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
3 Years	Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
4 Years	A. Effects on Objects 1. Identify ways that people and objects move.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	B. Balance 1. Identify balance through movement.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
Kindergarten	A. Effects on Objects 1. Identify ways that people and objects move.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	B. Balance 1. Identify balance through movement.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Motor Learning Principles:				
Standard: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations				
1 Year				
2 Years				
3 Years				
4 Years	A. Appropriate Practices 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
	B. Corrective Feedback 1. Identify the importance of corrective feedback on performance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Kindergarten	A. Appropriate Practices 1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
	B. Corrective Feedback 1. Identify the importance of corrective feedback on performance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Exercise Physiology				
Standard: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks				
1 Year				
2 Years				
3 Years				
4 Years	A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	B.FITT Guidelines	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	C. Components of Fitness 1. Identify the components of fitness.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	D. Benefits of Physical Activity 1. Recognize the benefits of physical activity.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	E. Nutrition and Physical Activity 1. Recognize the relationship between nutrition and physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	B.FITT Guidelines	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	C. Components of Fitness 1. Identify the components of fitness.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	D. Benefits of Physical Activity 1. Recognize the benefits of physical activity.	Cognitive	E. Scientific Discovery	3.1 Classifies according to function
	E. Nutrition and Physical Activity 1. Recognize the relationship between nutrition and physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	F. Exercise Adherence 1. Recognize the factors influencing daily physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Physical Activity				
Standard: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits				
1 Year				
2 Years				
3 Years				
4 Years	A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	C. Flexibility 1. Identify and show activities for flexibility.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
Kindergarten	A. Aerobic Fitness 1. Identify and show individual aerobic capacity/ cardio respiratory fitness.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3. Rides and steers bicycle
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
	C. Flexibility 1. Identify and show activities for flexibility.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Fine Arts				
Strand: Dance: Perceiving, Performing, and Responding				
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.				
1 Year	Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2 Years	Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Years	Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
4 Years	1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Respond to dance through observation, experience, and analysis.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Kindergarten	1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Respond to dance through observation, experience, and analysis.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Dance: Historical, Cultural, and Social Context				
Standard: Students will demonstrate an understanding of dance as an essential aspect of history and human experience				
1 Year				
2 Years				
3 Years				
4 Years	1. Demonstrate knowledge of dances from a variety of cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Relate dance to history, society, and personal experience.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Demonstrate understanding of the relationships between and among dance and other content areas.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	1. Demonstrate knowledge of dances from a variety of cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Relate dance to history, society, and personal experience.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Demonstrate understanding of the relationships between and among dance and other content areas.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand: Dance: Creative Expression and Production				
Standard: Students will demonstrate the ability to create and perform dance.				
1 Year				
2 Years				
3 Years				
4 Years	1. Develop the ability to improvise dance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Develop knowledge and execution of performance competencies in dance	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	1. Develop the ability to improvise dance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Develop knowledge and execution of performance competencies in dance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

### Strand: Dance: Aesthetics and Criticism

**Standard: Students will demonstrate the ability to make aesthetic judgments in dance**

1 Year				
2 Years				
3 Years				
4 Years	1. Identify and apply criteria to evaluate choreography and performance.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergarten	1. Identify and apply criteria to evaluate choreography and performance.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

### Strand: Music: Perceiving, Performing, and Responding

**Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.**

1 Year	Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2 Years	Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Years	Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2. Experience performance through singing, playing instruments, and listening to performances of others.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Respond to music through movement.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	4. Experiment with standard and individually created symbols to represent sounds.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	2. Experience performance through singing, playing instruments, and listening to performances of others.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	3. Respond to music through movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	4. Experiment with standard and individually created symbols to represent sounds.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

### Strand: Music: Historical, Cultural, and Social Context

**Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience**

1 Year				
2 Years				
3 Years				
4 Years	1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Become acquainted with the roles of music in the lives of people.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Develop knowledge of a wide variety of styles and genres through the study of music history.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Become acquainted with the roles of music in the lives of people.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Develop knowledge of a wide variety of styles and genres through the study of music history.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand: Music: Creative Expression and Production				
Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively				
1 Year				
2 Years				
3 Years				
4 Years	1. Develop confidence in the ability to improvise music through experimentation with sound.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Investigate composing music through experimentation with sound and the tools of composition.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	1. Develop confidence in the ability to improvise music through experimentation with sound.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Investigate composing music through experimentation with sound and the tools of composition.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Music: Aesthetics and Criticism				
Standard: Students will demonstrate the ability to make aesthetic judgments				
1 Year				
2 Years				
3 Years				
4 Years	1. Express preferences about selected musical compositions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	1. Express preferences about selected musical compositions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Develop and apply personal aesthetic criteria for evaluating musical performances.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Strand: Theatre: Perceiving and Responding				
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect				
1 Year	Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
2 Years	Use improved eye hand coordination to explore and manipulate objects (e.g., do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider”).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Years	Explore more complex situations and concepts beginning to understand some people’s jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
4 Years	1. Describe ways that theatre depicts themes and stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	1. Describe ways that theatre depicts themes and stories.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Strand: Theatre: Historical, Cultural, and Social Context				
Standard: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre				
1 Year				
2 Years				
3 Years				
4 Years	1. Express a range of responses to a variety of stimuli.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	1. Express a range of responses to a variety of stimuli.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Strand: Theatre: Creative Expression and Production				
Standard: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.				
1 Year	Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
2 Years	Use imagination memory and reasoning to plan and make things happen (e.g., pretend to feed a baby doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3 Years	Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	1. Use a variety of theatrical elements to communicate ideas and feelings.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten	1. Use a variety of theatrical elements to communicate ideas and feelings.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Strand: Theatre: Aesthetics and Criticism				
Standard: Students will demonstrate the ability to make aesthetic judgments				
1 Year				
2 Years				
3 Years				
4 Years	1. Identify, describe, and apply criteria to assess individual and group theatre processes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergarten	1. Identify, describe, and apply criteria to assess individual and group theatre processes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Visual Arts: Perceiving and Responding				
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.				
1 Year	Use his senses to investigate the world around him, including solving problems (e.g., push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
2 Years	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
3 Years	Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
4 Years	1. Identify, describe, and interpret observed form.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten	1. Identify, describe, and interpret observed form.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Visual Arts: Historical, Cultural, and Social Context				
Standard: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience				
1 Year				
2 Years				
3 Years				
4 Years	1. Determine ways in which works of art express ideas about self, other people, places, and events.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	3. Differentiate among works by artists representative of different cultures.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	1. Determine ways in which works of art express ideas about self, other people, places, and events.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	3. Differentiate among works by artists representative of different cultures.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Visual Arts: Creative Expression and Production				
Standard: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art				
1 Year				
2 Years				
3 Years				
4 Years	1. Create images and forms from observation, memory, imagination, and feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	1. Create images and forms from observation, memory, imagination, and feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand: Visual Arts: Aesthetics and Criticism				
Standard: Students will demonstrate the ability to make aesthetic judgments.				
1 Year				
2 Years				
3 Years				
4 Years	1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten	1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Domain: Social Foundations				
Strand: Social Emotional Regulation				
Standard: Demonstrates healthy self-confidence.				
1 Year	Gain in self control/regulation.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
2 Years	Show increasing self-regulation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play alongside other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3 Years	A. Demonstrates Independence in a range of Routines and Tasks 1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Chooses where to play during center time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	B. Demonstrates Age-Appropriate Independence in Decision-Making 1. Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Demonstrates Independence in a range of Routines and Tasks 1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	B. Demonstrates Age-Appropriate Independence in Decision-Making 1. Shows interest in leading activities and taking responsibility during cleanup activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	2. Begins identifying when things are not put away in designated areas.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten	A. Demonstrates Independence in a range of Routines and Tasks 1. Transitions between tasks and routines with a verbal and/or visual warning (i.e., requires limited to no additional prompts).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Creates and/or participates in a new challenge independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	4. Actively participates in creating games or activities with peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	B. Demonstrates Age-Appropriate Independence in Decision-Making 1. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in a game for several minutes before asking for help).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Strand: Social & Emotional Regulation				
Standard: Initiates and maintains relations.				
1 Year	Begin to express a variety of feelings.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Interact with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
2 Years	Show more awareness of the feelings of another child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Use coping skills with tasks, and interactions with peers and adults.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Show more awareness of the feelings of another child.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Share his feelings through talking and pretend play.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
3 Years	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Identifies basic feelings (e.g., sad, mad, happy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	2. Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	3. Recognizes when someone needs help, but may not respond every time.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	B. Plays or Works with Others Cooperatively 1. Plays alongside other children (e.g., dramatic play, block table).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	2. Begins to understand the concept of sharing with adult modeling and support.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	C. Recognizes Differences or Similarities Between Self as Compared to Others 1. Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	D. Shows Ability to Resolve Conflicts 1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	2. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
4 Years	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	3. Seeks adult assistance for classmates who need support.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	4. Shows concern for peers who are upset or hurt.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	B. Plays or Works with Others Cooperatively 1. Has one or more special friendships.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	2. Initiates interactions (e.g., talking, playing).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	3. Shares materials and equipment with other children with adult modeling and support.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	C. Recognizes Differences or Similarities Between Self as Compared to Others 1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?").	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	D. Shows Ability to Resolve Conflicts 1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., “Take three deep breaths, and then ask Caleb for another turn”).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2. Seeks adult help when solving inter- personal conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	3. Discusses possible solutions with peers with adult assistance.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can’t adapt functionally).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Identifies feelings and expresses them to others (e.g., lets another child know they are happy, sad, mad, etc.) and is able to explain why (e.g., “I’m mad because you took my toy”).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	2. Communicates negative emotions in an appropriate way and proposes a solution (e.g., says, “No” or “stop” and proposes a solution to their problem - “Please give me back the book”).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Provides comfort and support for peers who are upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	4. Determines when adult assistance is needed.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	B. Plays or Works with Others Cooperatively 1. Chooses and maintains friendships.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	2. Asks permission to use others’ materials and accepts peer’s response.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. Communicates to others about his friendships (e.g., tells parent at pickup about a new friend).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	C. Recognizes Differences or Similarities Between Self as Compared to Others 1. Recognizes and accepts differences or similarities between self as compared to others (e.g., children with a disability, cultural differences, gender, etc.).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	2. Understands and accepts when a peer is not given the same instructions or structure (e.g., Alexander needs a fidget toy to help him stay calm when he's upset).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	D. Shows Ability to Resolve Conflicts 1. Begins to see the point of view of others (i.e., theory of mind).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	2. Identifies interpersonal conflicts and considers verbal or nonverbal solutions to the conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	3. Negotiates with others to solve problems.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	4. Accepts conflict resolution strategies as suggested by others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Strand: Approaches to Learning & Executive Functioning.				
Standard: Self-regulation/inhibitory control.				
1 Year	Gain in self control/regulation	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
2 Years	Show increasing self-regulation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	A. Control Impulses 1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. May remind other children to control their impulses and follow rules when not able to do so oneself.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	4. May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	B. Resist Temptation 1. Briefly able to wait for an object without grabbing. Can wait longer with adult support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	3. Able to takes turns with preferred toys with prompting from an adult.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	C. Refrains from Emotional Outbursts and Unsafe Behaviors 1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child 1. Maintains focus on one activity for longer periods of time as long as the activity is age- appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else 1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. Can return to an earlier task after an interruption, with adult reminders.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
4 Years	A. Control Impulses 1. Avoids imitating the negative behavior of peers with minimal prompting from adults.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. Can play the role of a teacher in game and monitor other children’s behavior and remind them to follow the rules.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	B. Resist Temptation 1. Independently waits for an object without grabbing most of the time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	3. Can wait for a highly desired food or object, although may occasionally need reminders.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	C. Refrains from Emotional Outbursts and Unsafe Behaviors 1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child 1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else 1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. May need a reminder to return to an earlier task after an interruption	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
Kindergarten	A. Control Impulses 1. Avoids imitating the negative behaviors of peers.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Can consistently control impulses during structured activities that are familiar (e.g., raising hand to talk).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. Enjoys working collaboratively to develop complex rules for games (particularly dramatic play) and provide reminders of these rules when necessary.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	4. More able to monitor behaviors and resist habits when they are not appropriate.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	B. Resist Temptation 1. Consistently waits for an object without grabbing.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	2. Able to take turns with preferred toys or classroom materials.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	3. Can consistently wait for a highly desired food or object when asked. May decide independently to wait as well (e.g., decides to eat a favorite food last).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	C. Refrains from Emotional Outbursts and Unsafe Behaviors 1. Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her desk or designated quiet area voluntarily when upset) and resist impulse to harm self, others or property.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2. Controls the expression of emotion; however, he or she continues to need adult guidance in this area.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	D. Attentiveness—Resists Distraction to Maintain Focus on Tasks of Interest to the Child 1. Capable of resisting distractions and keeping attention focused on a task of interest to the child.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	2. Able to independently maintain focus on a project of interest for a sustained period of time (e.g., spends a rainy day building a complicated fort out of chairs and blankets, complete with props and signs).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	E. Attentiveness—Resists Distraction to Maintain Focus on Tasks Set By Someone Else 1. Independently avoids distractions and remains on task for short periods of time during a teacher directed activity.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. Can independently pause and resume an activity to respond to an interruption.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Uses self-talk and other strategies to maintain focus on difficult tasks and assignments from adults (e.g., “There’s only three more questions left. If I finish these, then I’ll be all done with this project”).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Working Memory</b>				
1 Year	Use objects and toys more purposefully.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
2 Years	Use imagination, memory and reasoning to plan and make things happen. Improve memory for details	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3 Years	A. Demonstrate the Ability to Hold and Manipulate Information 1. Can remember and talk about what has just happened in a story and what is happening now.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	2. Can consider two options and make a choice when asked.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	3. Can hold two rules in mind long enough to complete the tasks (e.g., "Throw your trash away, and then put your lunchbox in your cubby).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	4. Can remember a response to a teacher's question long enough to respond appropriately after waiting for a turn during a short group discussion.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	5. Can put down a toy and remember its location for a brief period of time.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	6. Can enjoy success at simple memory games tracking a few objects or pictures.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
4 Years	A. Demonstrate the Ability to Hold and Manipulate Information 1. Can remember recent events in a story and use this information to shape predictions and questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2. Will frequently consider a couple of possibilities before making a choice.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	3. Can remember and follow multiple classroom rules with visual and auditory cues.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Can remember and follow two-step directions without prompting.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	6. Can keep track of a few different objects for short periods of time.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	7. Can enjoy more complex memory games with more cards or objects.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Demonstrate the Ability to Hold and Manipulate Information 1. Remembers several key points in a story and then answers questions accurately (e.g., how did the main character feel when she finds the dog?).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	2. Spends time deliberating and weighing choices (e.g., may spend a long time thinking about whether to go to the store with mom or to stay home and help dad).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	3. Identifies and can hold in mind school rules independently.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	4. Can contribute appropriately to more complex group discussions, holding in mind both the topic of discussion and the contributions of peers.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	5. Can keep track of the parts for more complicated projects involving many pieces.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	6. Can enjoy success at complex memory games, including games requiring the tracking hidden objects (e.g., a memory game on a rotating board).	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
<b>Standard: Cognitive Flexibility</b>				
1 Year	Interact with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to express a variety of feelings.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Share his feelings through talking and pretend play.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2 Years	Use coping skills with tasks, and interactions with peers and adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	A. Can Flexibly Apply Rules to Games and Behavior 1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Can enjoy games with rules and follow the rules some of the time.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	4. Can recognize when making a mistake and change approach with adult help.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	5. Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem 1. Employs a strategy to solve a problem with adult modeling, prompting, and support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Asks adults to solve or “fix” a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on one foot, he or she tries the other foot).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	4. After a conflict with another child, can talk about other ways the problem might have been resolved.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	5. When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Can Flexibly Apply Rules to Games and Behavior 1. Can independently sustain a character in pretend play for ten minutes or longer.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	2. Can switch roles in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	5. Will often recognize and correct mistakes independently.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem 1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. When in conflict with another child, increasingly able to suggest possible solutions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	4. When faced with a problem, can be reminded to slow down and think about what to do.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Can Flexibly Apply Rules to Games and Behavior 1. Sustains roles in pretend play independently and negotiates the roles.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2. Can change roles easily during the play if necessary or desired.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Become skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	4. Can consistently follow different rules in different contexts and quickly learn and follow new rules in new contexts.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	5. Able to recognize and correct mistakes.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	6. Can sort by different attributes independently.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem 1. Solves problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning (e.g., discusses the number of people who want some play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Becomes increasingly able to think creatively about multiple solutions to a problem (i.e., analyzes possible results).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Utilizes varied and flexible approaches to solve longer-term or more abstract challenges (e.g., when planning to have friends over on a rainy day, thinks about how to deal with a limited space to play).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	4. Able to negotiate conflicts with other children independently by considering a few potential solutions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	5. May slow down and use self-talk to think about what to do when approaching problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Initiative &amp; Curiosity</b>				
1 Year				
2 Years	Understand questions and simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
3 Years	A. Desire to Learn—Ask Questions and Seeks New Information 1. Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	2. Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	3. Generates ideas with teachers and peers with adult modeling and support.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	B. Desire to Learn—Interest in Challenges 1. Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, “How do we get to Nana’s house?”).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	2. Starts to demonstrate enthusiasm for new challenges and experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	C. Independence in Learning—Plans and Initiates Projects 1. Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play).	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	2. Chooses where to play during center time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	<p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").</p>	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	<p>2. Poses questions to seek explanations about topics of interest with adult support and modeling.</p>	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	<p>3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).</p>	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	<p>4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").</p>	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	<p>B. Desire to Learn—Interest in Challenges</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").</p>	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	<p>2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").</p>	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	<p>3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer created game or activity, tries to dress a new doll or builds a new construction toy).</p>	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	<p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. When prompted, initiates plan of activities.</p>	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	<p>2. Shows interest in leading activities and taking responsibility during cleanup activities.</p>	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	<p>3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p>	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	<p>4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).</p>	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Desire to Learn—Ask Questions and Seeks New Information 1. Asks higher-level questions (e.g., "What would happen if we had no food?" or "Why was Raymond mad at me"?).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	2. Poses questions to seek explanation on a variety of topics.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	3. Tries an even wider range of new experiences, both independently and with peers and adults	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	4. Expands verbal and nonverbal enthusiasm for learning new things, including academic (e.g., reading, writing) and physical skills (e.g., riding a bike).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	B. Desire to Learn—Interest in Challenges 1. Attempts activities that are new and challenging. May deliberately take risks when learning new skills.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	2. Shows interest and skill in more complex self-help skills (e.g., zips jacket, prepares a snack)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	C. Independence in Learning—Plans and Initiates Projects 1. Independently plans a project and gathers materials needed to execute the project.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Actively participates in creating games or activities with peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	4. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in the doctor's kit for several minutes before asking for help).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Demonstrates Persistence</b>				
1 Year				
2 Years				
3 Years	A. Persists in an Activity From Start to Finish (Complete a Task)-Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	B. Persists in the Face of Failure 1. Insists upon putting on coat independently, even though prior attempts have been unsuccessful.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Persists in an Activity From Start to Finish (Complete a Task)-- Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	B. Persists in the Face of Failure 1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Kindergarten	A. Persists in an Activity From Start to Finish (Complete a Task)- -Independently 1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3. Can persist in completing a complicated plan (e.g., creating a parade in the classroom that involves making instruments, costumes and decorations).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	B Persists in the Face of Failure 1. Continues to attempt to build a tower even after three or more unsuccessful attempts independently.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	2. Experiences difficulty with writing, however continues to try write letters and numbers independently, until the task is completed.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	3. Will consistently try a new approach to a problem when the old one is not working (e.g., immediately rotating a puzzle piece to find a better fit).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Demonstrates Cooperation</b>				
1 Year				
2 Years	Play alongside other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Show more awareness of the feelings of another child.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Show his feelings through talking and pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use coping skills with tasks, and interactions with peers and adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3 Years	A. Positively Participates in Cooperative Play 1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class).	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	5. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?").	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	A. Positively Participates in Cooperative Play 1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can BOTH be firemen!").	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Kindergarten	A. Positively Participates in Cooperative Play 1. Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again").	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?").	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	4. Uses a broader repertoire of strategies, including negotiation and compromise, to resolve conflicts before seeking adult help (e.g., says, "I have a great idea, Henry! You be the bear, and I will be the lion. Then we can switch!").	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	5. Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I want to try riding on that, but I'm sort of scared, too").	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
<b>Standard: Understanding &amp; complying with classroom rules, routines, &amp; expectations.</b>				
1 Year	Gain in self control/regulation	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
2 Years	Show increasing self-regulation.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3 Years	A. Follows Routines, Rules, and Directions 1. Follows classroom rules frequently	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	3. Begins to anticipate the next activity in the routine (e.g., asking "Are we going outside?" during snack time).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
4 Years	A. Follows Routines, Rules, and Directions 1. Helps to create classroom rules.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	2. Responds to teacher directions or signals consistently.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	3. Takes initiative with assigned or chosen tasks relating to classroom routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Follows Routines, Rules, and Directions 1. Able to answer why specific rules exist (i.e., safety rules).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	2. Able to help create school rules.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	3. Able to recognize rules as fair or unfair.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	4. Able to help problem solve rules in support of fair treatment of everyone.	Cognitive	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	5. Able to plan their activities around the classroom routine	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	6. Identifies classroom routines by day of the week (e.g., understanding on Monday music is after lunch, etc.).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	7. Behaves appropriately within the context of school routines (e.g., exiting the bus or attending school assemblies).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
<b>Standard: Understanding &amp; complying with classroom rules, routines, and expectations.</b>				
1 Year	Rely on trusted adults to feel safe trying new activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
2 Years	Continues to need adult approval but show more independence.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
3 Years	A. Demonstrates the Ability to Postpone Activity and Start Another 1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	2. Moves from a preferred activity to a less preferable activity with adult support and assistance.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	3. Demonstrates the ability to stop an engaging activity to help clean up with adult support.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support 1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Years	2. Engages with trusted adults during transition with support and encouragement.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others 1. Begins to help with clean up after activities with prompting and adult assistance.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	2. Begins to recognize where materials belong.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	4. Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
4 Years	A. Demonstrates the Ability to Postpone Activity and Start Another 1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support 1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	3. Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others 1. Helps with clean up after activities with prompting.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	3. Recognizes and is responsible for returning items to appropriate location with prompting.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	4. Begins identifying when things are not put away in designated areas.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten	A. Demonstrates the Ability to Postpone Activity and Start Another 1. Consistently demonstrates the ability to independently stop an engaging activity to transition to another less desirable activity.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	2. Responds to visual or auditory prompts and cues to transition to the next activity with little or no adult prompting.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	B. Demonstrates the Ability to Adopt to New Environments with Appropriate Behaviors with Adult Support 1. Arrives at school ready to engage in the classroom routine.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Consistently transitions easily from home to school.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	3. Engages in out of classroom activities and successfully reenters the classroom routine without disruption independently.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others 1. Cleans up after activities, placing items in their appropriate place independently.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	2. Demonstrates appropriate use of classroom materials with consistency and independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	3. Begins to understand and appropriately care for items that belong to someone else.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	4. Continues to benefit from hands- on experiences to support more abstract thinking skills (e.g., makes a book about last summer's vacation trip, complete with sections for each place visited, drawings to illustrate, and labels written with adult help).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Standard: Demonstrates cognitive flexibility— Understands symbolic representation</b>				
1 Year	Explore drawing, painting and writing as a way of communicating.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Interact with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
2 Years	Recognize that drawings, paintings and writing are meaningful representations.	Literacy	E. Writing	2.1 Makes representational drawings
	Share his feelings through talking and pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3 Years	A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects 1. Develops generic symbols for repeated drawings of common objects like sun, dog and house.	Literacy	E. Writing	2.1 Makes representational drawings
	2. Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.	Literacy	E. Writing	2.1 Makes representational drawings
	B. Engages in Pretend Play and Acts Out Roles 1. Identifies difference between fantasy and reality with adult support and prompting.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	2. Able to act out simple roles (i.e., "Look, I am a dog, ruff, ruff").	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	C. Recognizes Cause and Effect 1. Understands explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue")	Cognitive	E. Scientific Discovery	2.3 Makes observations

MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Years	<p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p>	Literacy	E. Writing	2.1 Makes representational drawings
	<p>2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).</p>	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	<p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p>	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	<p>2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p>	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	<p>3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p>	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	<p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").</p>	Cognitive	E. Scientific Discovery	2.3 Makes observations
	<p>2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.</p>	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience



MD Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects 1. Develops a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly.	Literacy	E. Writing	2.1 Makes representational drawings
	2. Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of the whole picture.	Literacy	E. Writing	2.1 Makes representational drawings
	B. Engages in Pretend Play and Acts Out Roles 1. Imitates and sustains pretend play independently and negotiates the roles.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	2. Begins adhering to social norms in pretend play (e.g., only girls can be mommies).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	3. Demonstrates understanding of the world around her/him.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	C. Recognizes Cause and Effect 1. Increased ability to understand verbal explanations of phenomena that are not directly experienced, as long as the child has had similar experiences (e.g., “The sun gives off heat. Even though you can’t see it, it’s happening”).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	2. Begins to understand consequences of own action when prompted by teacher (e.g., “Tell me what is a good reward for helping your friends clean up their block game”).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others