



## ALIGNMENT

# Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS<sup>®</sup>-3)

WITH

## Nevada's Infant and Toddler Early Learning Guidelines and Pre-kindergarten Standards

# **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Nevada’s Infant and Toddler Early Learning Guidelines and Pre-kindergarten Standards**

This document aligns Nevada’s *Infant and Toddler Early Learning Guidelines* [2011] and *Pre-kindergarten Standards* [2010] 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.

*Nevada Infant and Toddler Early Learning Guidelines*. (2011). Retrieved from: <https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/early-learning-guidelines/>

Nevada State Board of Education and Nevada State Board for Career and Technical Education. (2010). *Nevada Pre-kindergarten Standards*. Retrieved from: <https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/>

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

Birth to Four Months

I. Domain: Social & Emotional Development

Experiencing, expressing, & managing emotions; developing relationships

Expresses feelings	Use facial expressions to let people know how they feel, such as smiling or grimacing	Social Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use their body to show interest, such as wiggling or moving arms and legs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use vocalizations to express both positive and negative emotion, such as cooing or crying	Social Communication	A. Early Social Communication	2.1 Coos and gurgles
Social Communication		A. Early Social Communication	3. Engages in vocal exchanges	
Interacts with adults and other children	Vocalize through crying, cooing and gurgling	Social Communication	A. Early Social Communication	2.1 Coos and gurgles
	Initiate interactions with adults by making eye contact	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Know their caregivers and adults who respond to them socially	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Smile when seeing or hearing their caregivers	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Begin to show recognition of familiar children, through facial expressions, noises, or body language	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to show wariness or hesitancy when approached by an unfamiliar person	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Begins to develop self-regulation	Calm themselves by closing eyes, sucking on fist, or turning their head away	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begin to follow regular patterns of eating and sleeping	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Calm when adults intervene with swaddling, speaking softly, rocking, singing, or dimming lights	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Indicate when they need rest			

II. Domain: Language Development

Communicating & understanding spoken language

Begins to develop skills involved in conversations with others	Use vocal, body, and facial expressions to express self	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cry to communicate needs	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make a noise when hearing a voice	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Imitate some facial expressions and movements	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Imitate sounds	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations	

Pre-Reading and Pre-Writing

Begins to develop skills that will lead to reading readiness	Attend to a nursery rhyme, short book, or song	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Show some attention to pictures, objects, and books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Listen closely to adults who are speaking to them	Social-Communication	B. Communicative Understanding	1.2 Looks toward object

III. Cognitive Development

Discovering the world

Begins to explore her body and environment	Play with their hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hold onto a small toy placed in their grasp	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Discover and play with their toes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn their head to follow moving objects	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
		Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Repeat simple actions such as grasping an object and letting it go	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space

IV. Domain: Physical Development

Coordinate Movements

Uses repetition to move various body parts	Grasp and release things that they touch accidentally	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Begin to gain control over their eye, hand, and leg muscles and movements	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Reach toward objects and swipe at dangling objects	Fine Motor	A. Reach, Grasp, and Release	1. Swings bat, club, or stick to strike stationary object
	Raise their head, arch their body, and flex their legs	Gross Motor	A. Body Control and Weight Transfer	1. Makes directed batting or swiping movements with each hand
	Begin to try to roll over and sometimes kick themselves over	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Push up by hands or forearms when on their stomach	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Bring their hands to their mouth	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Push down on their legs when placed on a firm surface	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support

I. Personal and Social Development

Developing a Sense of Self and Others

Expresses feelings	Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Interacts with adults and other children	Reach for, smile, laugh, babble, and coo to get the attention of a familiar person	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Gaze intently at the face of a familiar person talking to him	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Catch the eye of someone nearby, and smile	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Make loud noises, even from another room	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make noises or wave arms and legs to get the attention of other children or adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Watch the play of other children	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Laugh at other children doing funny actions	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Explore the face, hair and hands of another child with his hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look for comfort from a familiar adult if approached by a stranger	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Begins to develop self-regulation	Suck thumb or fingers	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Rock himself	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Coo or babble	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles

II. Language Development

Understand and Communicate

Begins to develop skills involved in conversations with others	Respond to his own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Begin to respond to the word “no”	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Tell how the speaker is feeling by the tone of his/her voice	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Use various sounds and movements to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use his voice to express happiness or unhappiness	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Babble using strings of consonant and vowel sounds	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Babble using the sounds and rhythms of his native language	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Actively imitate the sounds of speech	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Cognitive		B. Imitation and Memory	2.2 Imitates familiar vocalizations	

Pre-Reading and Pre-Writing

Begins to develop skills that will lead to reading readiness	Respond to some of the vocabulary associated with picture books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Make sounds when he hears sounds	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Pay attention to the sounds and repetitive or rhyming words in books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Look intently at the pictures in a book, and show a preference for some pictures	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Attend and react to colorful pictures in books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading



III. Cognitive Development

Discover and Learn

Begin to develop skills that lead to Math concepts such as: Problem solving, Reasoning	Follow moving objects easily with his eyes	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Find an object that is partially hidden	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Explore everything with hands and mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try to reach objects just out of reach	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Look at an object in his hand for a longer period of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate actions such as waving bye-bye	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Look for an object that he has thrown from the high chair	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Turn his face away from his caregiver when he sees a tissue in his/her hand	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh or show other signs of enjoyment when exploring the effects of his actions on objects	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Begin to develop skills that lead to Science Concepts such as: Cause and effect, Daily routines	Bang on his tray with a spoon to hear the sounds it makes	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Push a button on a toy to make it play music	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Put small blocks into a bowl, dump them out and do it again	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Hit the buttons on his busy box to make different things happen	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Pull a string to bring a toy closer	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

**IV. Physical Development**

**Coordinate Movements**

Physical and Large Motor Development	<i>Change the Position of his body by:</i>			
	Pushing up on his arms and lift head and chest, arching his back when on his stomach	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Lifting both arms and legs and rock on his stomach	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Rolling over from back to stomach and stomach to back	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Starting to move either forward or backwards, pulling or pushing with his arms	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Getting up on his hands and knees, rocking back and forth	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Pulling to a stand, while holding onto something	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Fine Motor Development	<i>Use his hands in more coordinated movements:</i>			
	Reaching for objects with one hand	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Moving objects from hand to hand	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	“Raking” objects to himself with one hand	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Picking up a thawed frozen pea with a raking grasp	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Grabbing feet and toes and bringing them to his mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Holding objects in both hands and banging them together	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Waving bye-bye or imitating hand clapping	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
Trying to turn the pages of a favorite board book	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action	

**Five to Eight Months**

**I. Personal and Social Development**

**Developing a Sense of Self and Others**

Expresses feelings	Express a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises, accompanied with appropriate body movements and facial expressions	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Interacts with adults and other children	Reach for, smile, laugh, babble, and coo to get the attention of a familiar person	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Gaze intently at the face of a familiar person talking to him	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Catch the eye of someone nearby, and smile	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Make loud noises, even from another room	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make noises or wave arms and legs to get the attention of other children or adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Watch the play of other children	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Laugh at other children doing funny actions	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Explore the face, hair and hands of another child with his hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look for comfort from a familiar adult if approached by a stranger	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Begins to develop self regulation	Suck thumb or fingers	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Rock himself	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Coo or babble	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles

II. Language Development

Understand and Communicate

Begins to develop skills involved in conversations with others	Respond to his own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Begin to respond to the word “no”	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Tell how the speaker is feeling by the tone of his/her voice	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Use various sounds and movements to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use his voice to express happiness or unhappiness	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Babble using strings of consonant and vowel sounds	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Babble using the sounds and rhythms of his native language	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Actively imitate the sounds of speech	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Cognitive		B. Imitation and Memory	2.2 Imitates familiar vocalizations	

Pre-Reading and Pre-Writing

Begins to develop skills that will lead to reading readiness	Respond to some of the vocabulary associated with picture books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Make sounds when he hears sounds	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Pay attention to the sounds and repetitive or rhyming words in books	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Look intently at the pictures in a book, and show a preference for some pictures	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Attend and react to colorful pictures in books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

III. Cognitive Development

Discover and Learn

Begin to develop skills that lead to Math concepts such as: Problem solving, Reasoning	Follow moving objects easily with his eyes	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Find an object that is partially hidden	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Explore everything with hands and mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try to reach objects just out of reach	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Look at an object in his hand for a longer period of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate actions such as waving bye-bye	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Look for an object that he has thrown from the high chair	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Turn his face away from his caregiver when he sees a tissue in his/her hand	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh or show other signs of enjoyment when exploring the effects of his actions on objects	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Begin to develop skills that lead to Science Concepts such as: Cause and effect, Daily routines	Bang on his tray with a spoon to hear the sounds it makes	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Push a button on a toy to make it play music	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Put small blocks into a bowl, dump them out and do it again	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Hit the buttons on his busy box to make different things happen	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Pull a string to bring a toy closer	Cognitive	D. Reasoning	2.2 Uses simple actions on objects	

IV. Physical Development

Coordinate Movements

Physical and Large Motor Development	Change the Position of his body by:			
	Pushing up on his arms and lift head and chest, arching his back when on his stomach	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Lifting both arms and legs and rock on his stomach	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Rolling over from back to stomach and stomach to back	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Starting to move either forward or backwards, pulling or pushing with his arms	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Getting up on his hands and knees, rocking back and forth	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Pulling to a stand, while holding onto something	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Fine Motor Development	Use his hands in more coordinated movements:			
	Reaching for objects with one hand	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Moving objects from hand to hand	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	“Raking” objects to himself with one hand	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Picking up a thawed frozen pea with a raking grasp	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Grabbing feet and toes and bringing them to his mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Holding objects in both hands and banging them together	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Waving bye-bye or imitating hand clapping	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
Trying to turn the pages of a favorite board book	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end	

Nine to Twelve Months

I. Social & Emotional Development

Developing a Sense of Self and Others

Expresses and identifies feelings	Show happiness or distress in a variety of ways	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond to other children or adults when they show emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Look to caregivers for their emotional reactions before responding to a new person or object	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Interacts with adults and other children	Show a stronger preference for the adults who are their consistent caregivers	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Test caregivers to see their reactions in different situations	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Imitate other people in their play	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
	Repeat sounds and gestures	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
		Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Show strong separation anxiety when a caregiver is out of sight	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Show fear in some situations	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state	
Begins to develop self-regulation	Be able to entertain themselves for brief periods of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Look to consistent caregivers for their reactions to new situations, people, or objects before responding	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Be able to calm themselves when mildly distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states



	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Begins to develop self-confidence and independence	Enjoy using their fingers to feed themselves	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Help to dress themselves, extending an arm or leg	Adaptive	C. Dressing and Undressing	1.4 Takes off pants
		Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Want to wash their own face after eating	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
	Enjoy pulling off their own socks and shoes	Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing	1.6 Takes off socks
Begin to develop pro-social behaviors	Initiate play such as social games (e.g., Peek-a-boo)	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Respond differently to familiar and unfamiliar infants and toddlers	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Observe and imitate simple actions of others such as “bye-bye”	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Develops attending and focusing skills	Attend to a task for several minutes with an engaging toy or activity	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in turn taking with a familiar adult	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

II. Language Development

Understand and Communicate

Begin to develop skills involved in communicating with others	Respond to simple requests	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Respond to one step directions with familiar words	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Point to the cat in a book when you say, "Where is the cat?"	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Start to understand and use conventions of communication	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Use simple gestures such as pointing, shaking their head for "no," or waving "bye bye"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use inflection, with varying pitch and intonation when babbling	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use exclamations, such as "oh oh" when dropping something	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Say approximations of "mama" and "dada"	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Try to imitate words	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Listen to simple stories, rhymes and songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Understand many more words than they can produce	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Pre-Reading and Pre-Writing</b>				
Begins to develop skills that lead to reading readiness: Different sounds of language, Development of vocabulary and comprehension, Develops knowledge of book handling	Begin to imitate animal and non speech sounds	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Repeat simple sound syllables, (ba, ba, ba)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	String together different sounds (ba, pa, da)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Begin to use specific sounds to identify objects and people	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Begin to participate in songs and rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Respond to a simple gesture or request	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Begin to identify familiar people	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Recognizes familiar objects	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Turns pages of cardboard book (not necessarily one at a time or left to right)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Identifies 1-2 familiar pictures	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Looks at pictures in a book	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Responds with sounds or body movements to indicate enjoyment	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Begins to develop skills that lead to writing	Mark with crayons or markers, scribbling spontaneously	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Grasps a writing tool	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Enjoys finger painting or painting with large brushes	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object

III. Cognitive Development

Discover and Learn

Begin to develop skills that lead to math concepts such as: Problem solving, Communication, Reasoning, Memory	Explore objects in various ways such as:			
	Trying to put a square peg into a round space, and keep trying even when it doesn't fit	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Trying to put together nesting cups and take them apart again	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Looking for an object that they have thrown or dropped from the high-chair	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Putting their arms up when you ask, "How big is baby?"	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Turning their face away from the caregiver when they see a washcloth in her hand	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Holding out her hand for you to play "round and round the garden"	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Pointing to pictures in books when you read to them	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Going to get the ball when you ask if they would like to play ball	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Going to the counter where the cookies are kept when asked if they would like a cookie	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Point to familiar objects when directed	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Give an object on request	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Begin to develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identify body parts	Explore a ball in a ball, turning it over and over	Cognitive	A. Sensory Exploration 2. Combines simple actions to examine people, animals, and objects
	Look under the blanket for the toy they watched you hide	Cognitive	C. Conceptual Knowledge 1.2 Locates hidden object
	Shake, bang, throw, drop, push or pull everything they touches	Cognitive	A. Sensory Exploration 2. Combines simple actions to examine people, animals, and objects
	Explore and uses body to make things move	Cognitive	A. Sensory Exploration 2. Combines simple actions to examine people, animals, and objects
	Push favorite buttons on the busy box and make a face just before the dog pops out	Fine Motor	B. Functional Skill Use 1. Activates object with finger
	Point to correct body part when it is named	Social-Communication	B. Communicative Understanding 4.1 Answers who, what, and where questions
	Pretend to brush hair and teeth, drink from a cup and put a telephone to their ear	Social-Emotional	C. Interactions with Peers 2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitate simple actions of an adult such as clapping	Cognitive	B. Imitation and Memory 1.2 Imitates familiar simple motor action
	Imitate sound patterns when heard	Cognitive	B. Imitation and Memory 1. Imitates novel coordinated motor actions
	Take and retain 2 objects offered (one in each hand)	Fine Motor	B. Functional Skill Use 3.5 Transfers object from hand to hand
		Cognitive	D. Reasoning 1.2 Retains one object when second object is obtained
	Use whole body to explore environment	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
	Indicate they want to be picked up through gestures or vocalizations to a familiar adult	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
	Anticipate reactions in response to familiar play activities	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults
	Use all 5 senses to explore natural world	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
Respond to light and darkness and anticipate routines with both (for example, dark = nap)	Social-Emotional	A. Interactions with Adults 3.2 Follows familiar social routines with familiar adults	

IV. Physical Development

Coordinate Movements

Physical development: Large motor development	Balance and sit alone for long periods of time	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Walk with someone holding both of her hands	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Pull up on a table and “cruise” around it	Gross Motor	B. Movement and Coordination	3.4 Cruises
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Roll from lying on their stomach to sitting up	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Move from a crawl to sitting and back again	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Crawl easily, gaining speed from month to month	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Climb onto low objects, such as a couch or table	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Stand alone without help for a few seconds then minutes	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Take their first few steps without help	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Go from standing to sitting easily	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
		Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair
	Go between squatting position to standing	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Begin to walk up and down steps with assistance	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Crawl through a short tunnel	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Imitate basic movements	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Engage in a variety of physical activities such as crawling, walking, climbing, dancing or throwing	Gross Motor	B. Movement and Coordination	All
	Engage in simple games with an adult such as bouncing or rolling a ball back and forth	Social-Emotional	C. Interactions with Peers	4.2 Participates in game

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Fine motor development	Drop objects into a container and dump them out again	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Roll and “catch” a rolling large rubber ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	1.3 Catches ball
	Pick up a spoon by its handle	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Pick up small bits of lint off the floor and give them to you	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Start to hold a “sippy” cup and drink from it	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Turn pages of board book	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Take apart and put pieces together such as pop beads	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Build simple block structures (2-3 blocks high)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Pick up small objects between thumb and forefinger	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
Make marks on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles	
Health	Recognize self in mirror	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Express feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Indicate discomfort or need for assistance	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Indicate desires for food or drink	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

## V. Creative Expression

## Creativity &amp; Critical Thinking

Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Begins to participate in dramatic play	Experience the environment through senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look to familiar faces for attention and help	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Consistently reach for toys and objects or point to ask for an out-of-reach toy	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Show pleasure in new accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Persist in new learning situations	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Recognize some basic shapes and objects	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Respond to a variety of songs, music and finger plays	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Make sound with objects available	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Enjoy listening to music	Cognitive	D. Reasoning	4.3 Expresses desire to continue activity
	Make a physical response to musical sounds (for example, bouncing body or flexing knees)	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Explore musical props	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Show awareness to changes in tempo	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Follow simple one-word directions and copy adult actions	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Put on or take off hats	Adaptive	C. Dressing and Undressing	1.7 Takes off hat
	Put things in containers	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Attempt to move large zippers	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
	Shows interest in dramatic play materials such as setting the table	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Enjoy water play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects



NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Begins to participate in dramatic play (continued)	Use phone or other dramatic play materials to begin to pretend play	Social-Emotional	C. Interactions with Peers 2.1 Enacts roles or identities in imaginary play
	Point to a body part when named	Social-Communication	B. Communicative Understanding 4.1 Answers who, what, and where questions
	Take off simple shoes & socks	Adaptive	C. Dressing and Undressing 1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing 1.6 Takes off socks

**Thirteen to Eighteen Months**

**I. Social & Emotional Development**

**Developing a Sense of Self and Others**

Expresses feelings and develops self-recognition	Say “mine” or reach toward an object when they want something	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Cry when frustrated or doesn't get what they wants	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Try to do things on their own, such as feeding themselves	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	By 18 months, recognize their reflection in the mirror	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Say their own name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	By 18 months, express the emotions of embarrassment and jealousy	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Interacts with adults and other children:	Become more interactive with peers and other adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Primarily play alongside, but not with others, often competing for toys	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Venture out when a trusted adult is near	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Look to a caregiver for reassurance when exploring, 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
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Experiment with and explore new materials when the caregiver is near	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Interacts with adults and other children (continued):	Stop playing when a trusted adult leaves the playground and start again when she returns	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show with words or gestures that they want a trusted adult to be near them	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry and refuse to eat if it isn't what they want	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Refuse to come when called	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Hit, kick or bite other children if they don't get what they want	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Be overly shy with anyone other than familiar people	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Cry when they see something unfamiliar such as a man with a beard or a clown	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Cry briefly when a parent or trusted caregiver leaves, gradually calming with help	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
Begins to develop self-regulation	Stop hitting another child when their caregiver says their name	Social-Communication	B. Communicative Understanding 2.1 Recognizes own and familiar names
	Come when their name is called	Social-Communication	B. Communicative Understanding 2.1 Recognizes own and familiar names
	Say "no no" as they throw Cheerios on the floor	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Stop stomping their feet in a puddle when asked	Social-Communication	B. Communicative Understanding 2.2 Responds to single-word directive
	May be able to wait for a few moments after asking for something, but quickly becomes impatient	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
	May use special objects (for example, a stuffed toy or blanket) to soothe themselves at naptime or in times of mild distress	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states

II. Language Development

Communicating and understanding

Begins to develop listening and speaking skills: Understands the meaning of words and gestures, Uses conventions of speech, Listens to stories, directions and conversations, Communicates using sounds, words and gestures	Continue to understand more words than they are able to say	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Go to the climber when asked if they want to play on the climber	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Follow a simple direction such as "Kick the ball" or "Wash your hands"	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Use simple gestures such as pointing to objects, shaking their head for "no," or waving "bye bye"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use inflection when babbling	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use exclamations, such as "uh oh!" when dropping something	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Say "mama" and "dada"	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Try to imitate words	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Listen to simple stories, rhymes and songs	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Respond to simple yes and no questions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use single words such as "no" or "bye"	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Try to say long words by stringing sounds together	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Learn new words daily	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Pre-reading and Pre-writing</b>			
Begins to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Develops book handling skills	Enjoy, and occasionally join in “singing” simple songs	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
	Move rhythmically to familiar songs	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
	Begin to identify familiar environmental sounds, (animals and emergency vehicles)	Social-Communication	B. Communicative Understanding 2.1 Recognizes own and familiar names
	Point or make sounds when looking at books	Literacy	A. Awareness of Print Concepts 1.1 Participates in shared one-on-one reading
Begins to develop skills that will lead to writing	Turn pages of a book one at a time	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
	Scribble spontaneously	Fine Motor	C. Mechanics of Writing 1.4 Scribbles
	Explore using different writing materials	Cognitive	E. Scientific Discovery 1.1 Uses simple tools to gather information

III. Cognitive Development

Discovering the world

Explores and experiments with objects in the environment	Push and pull a wagon, watching the wheels turn as they try different tactics to move it	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Touch a bug that they find on the playground and squeal when it moves away quickly	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Push, poke, squeeze, pat and sniff the play-dough as they explores how it feels and smells	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Stack and knock down big blocks	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Experiment with different ways of using a toy or object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal	
Begins to develop skills that lead to Math concepts such as: Problems Solving, Communication, Reasoning, Memory	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
	Recognize his image in the mirror or in a photograph	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Remember the usual sequence of events and go to get his toothbrush after getting into pajamas	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Begins to develop skills that lead to Science Concepts such as: Cause and effect, Daily routines, Imitations of gestures and use of objects, Identify body parts	Choose a favorite book from the shelf and turn the pages more carefully, perhaps moving the pages from left to right, with the book turned right-side-up	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented	
	Put round shapes into the round holes more accurately	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Bounce a ball and try to catch it after watching an older child do it	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire	

IV. Physical Development

Coordinate Movements

Large Motor Development: Moves constantly, showing increasing large muscle control	Walk more than they crawl	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Stop and start movements with more control	Gross Motor	A. Body Control and Weight Transfer	4.3 Regains balanced, upright sitting position after leaning left, right, and forward
	Sit in a chair independently	Gross Motor	A. Body Control and Weight Transfer	5.1 Sits down in chair
	Go from sitting to standing more easily	Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair
	Climb the stairs on their hands and knees or stand and hold onto a railing, putting both feet on each step	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Crawl up into a chair and turn around to sit	Gross Motor	B. Movement and Coordination	5. Gets out of chair
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Go from a squat to standing with ease	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
	Pull a toy behind him as they walk, or push a toy in front of them	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Carry a large toy or several smaller ones while walking	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Begin to run	Gross Motor	B. Movement and Coordination	5.1 Runs
	Kick a ball forward	Gross Motor	C. Active Play	1.4 Kicks ball

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to refine Fine Motor Development: Begins to develop manipulative skills	Put together several nesting cups, or stacking rings on a ring tree	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Drop wooden beads into a bottle, dump them out and start again	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Build a tower of four or more blocks	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Scribble, if given a crayon and paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Start to use one hand more often than the other	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Take apart, then put together large links or pop beads	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Hold an object in one hand and do something to it with the other hand	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Hold a cup and drink, sometimes spilling	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Feed themselves applesauce or yogurt with a spoon	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil



V. Creative Expression

Creativity & Critical Thinking

Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Begins to participate in Dramatic Play	Gather information about environment through senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask for help through gestures or words	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use toys and objects in an intentional way	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Show pleasure in new accomplishments"	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Apply persistence to learning about new objects	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Recognize some basic shapes and objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Respond to a variety of songs, music and finger plays	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Experiment with objects that make sounds	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Demonstrate enjoyment in music	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Move to musical sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore musical props	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Show awareness to changes in tempo	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Follow simple one word directions and copy adult actions	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Select dress-up clothes and attempt to put them on	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Put things in containers	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Work with zippers and large snaps	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>	
Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Begins to participate in Dramatic Play (continued)	Imitate others in dramatic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play	
	Explore objects in water play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore	
	Use dramatic play props in pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play	
	Point to body parts	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts	
	Take off shoes & socks		Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
			Adaptive	C. Dressing and Undressing	1.6 Takes off socks

Nineteen to Twenty Four Months

I. Personal and Social Development

Developing a Sense of Self and Others

Expresses feelings	Demonstrate appropriate affection and interaction with extended family members and playmates	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engages others by expressing feelings, needs or wants verbally and/or non-verbally	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Attempts to comfort others, often with objects that she finds comforting	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Angrily refuse help with putting on their coat, then cry and ask for help if they can't do it themselves	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Show awareness of differences between themselves and others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Cry, yell, hit, kick their feet and refuse to stop doing something when they are angry	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	By 24 months, begin to express the emotions of guilt, shame, and pride	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Continues to develop self-regulation	Cry and cling to a parent before s/he leaves, but calm down quickly when s/he has left	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
		Social-Communication	A. Early Social Communication	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play calmly near another child, but cry and hit if that child tries to use something they are playing with	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continues to develop self-regulation (continued)	Take a toy from another child, and not return it when asked to by an adult	Social-Communication	A. Early Social Communication 4.4 Expresses negation or protests
	Begin to understand the concept of taking turns in a simple game	Social-Emotional	C. Interactions with Peers 3.3 Shares or exchanges objects
	Begin to understand the concept of “his” and “mine”	Social-Emotional	D. Independent and Group Participation 4.2 Claims and defends possessions
	Stop what they are doing and come when a caregiver calls their name and starts to move away	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
	Separate from significant others with minimal distress	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities
	Initiate independent play	Social-Emotional	D. Independent and Group Participation 3. Initiates and completes independent activities
	Participate in self-help routines with assistance	Adaptive	B. Personal Care Routines 1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines 3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	May use an object (such as a stuffed toy or blanket) to comfort themselves in times of mild distress	Social-Emotional	B. Social-Emotional Expression and Regulation 2. Uses appropriate strategies to manage emotional states
Interacts with adults and other children	Say please or thank you with modeling and repetition	Social-Emotional	E. Meeting Social Expectations 2. Meets accepted social norms in community settings
	Seek assistance from others to solve problems	Social-Communication	A. Early Social Communication 4.1 Makes requests of others
	Respond to first name	Social-Communication	B. Communicative Understanding 2.1 Recognizes own and familiar names
	Start across the playground to where other children are, but return to the caregiver several times before playing there	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Sit in the sandbox playing alongside several other children, but get up frequently to show the caregiver what they are making	Social-Emotional	B. Social-Emotional Expression and Regulation 3.2 Shares accomplishment with familiar caregiver
	Look up at the caregiver for a wave while playing with toys in a new room full of children	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Stop playing and come to the caregiver when a new adult enters the room	Social-Emotional	B. Social-Emotional Expression and Regulation 2.2 Seeks comfort, closeness, or physical contact from familiar adult

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Interacts with adults and other children (continued)	Go over to watch an adult making cookies, but not want to talk or help	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	Say "hi" to store personnel, from the safety of their shopping cart seat	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Hold the caregiver's hand (or hide behind a caregiver) as a new person asks them about their toy	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Begin to engage in pretend play with realistic objects	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Begins to develop a sense of self confidence	Display preference for one option over another when given a choice	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Use facial expressions, gestures and verbalizations to acknowledge her actions and accomplishments with peers and adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Re-engage when faced with frustration, failure or disappointment in self-directed activities with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Ask for help, if needed, in verbal and nonverbal ways	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Come to the caregiver and point to where the ball has rolled under the shelf, saying, "ball"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Bring their coat with the sleeve inside out to a caregiver for help	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Begins to develop pro-social behaviors	Play by themselves; initiates own play	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Hug another child who is sad because his mom just left	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Imitate adult behavior in play such as cooking, sweeping, etc.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate with adult in a joint task (for example, cleaning up)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to have an awareness of unacceptable behavior Watch the children on the slide intently for several minutes before asking to try going down	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Play near several other children, talking to them only when they want a toy that they have	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Go to their hook to hang up their coat when they come in from outside without a reminder	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Get down from a standing position on a chair when you remind them that chairs are for sitting, because they might fall	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Begin to develop attending & focusing skills	Attend to a task of interest for several minutes	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in verbal and/or non-verbal turn taking with adult support	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Begin to develop some tolerance for delay	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

II. Language Development

Understand and Communicate

Continue to develop listening and speaking skills	Answer a simple question with a nod of their head	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Go to get the towel, bring it back and clean up the spill when asked by their caregiver	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understand the names of several body parts and point to them when asked	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Go to wash their hands when a caregiver says, "Get ready for lunch"	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Show attention to another speaker for brief periods of time	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Spontaneously repeat familiar words from a story	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Follows a one step direction	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Maintain conversation topic with adult support	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participate verbally in songs and books with key words or phrases	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Use words to request wants and needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Participate in brief communication exchanges using verbalizations and/or gestures	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Answer simple questions	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Communicate about favorite items or toys to others	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Imitate adult behavior in play	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Social-Emotional		C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play	

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continue to develop listening and speaking skills (continued)	Explore and display interest in a variety of people, places and things	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to label objects, and put words together to make simple sentences	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Put a few words together into a sentence, leaving out small connecting words (for example, "Talk Daddy?" or "Go bye-bye now?")	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Ask simple questions such as, "What that?"	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Ask for what they want using increasingly specific words	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Repeat some of the funny sounding words they hear in conversations	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Participate in simple group discussions	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
<b>Pre-Reading and Pre-writing</b>				
Begins to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Shows interest in book reading	Enjoy simple songs and occasionally join in	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Move rhythmically to familiar songs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Identify familiar sounds such as animal sounds and emergency vehicles	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Enjoy being read to if allowed to participate	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Enjoy stories with riddles, guessing and suspense	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Turn pages in a book	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognize familiar pictures	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Fill in words in a familiar book	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Match shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Show attention in rhyme games or songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Bring a book to a caregiver to have read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading



	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Begins to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Shows interest in book reading (continued)	Identify basic pictures by naming or pointing	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Respond to basic “wh” questions (what, where etc)	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Identify a favorite book by its cover	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Repeat familiar phrases from a book or rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Identify pictures of characters from favorite book	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Participate in motor imitation	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Point to elements in a picture	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Show interest in books and other written materials	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show preference for a favorite page in a book by searching for it	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Follow simple directions	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Perform an action shown in a book	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Answer simple questions based on a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Show empathy for situations shown in a book	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience	
Verbally label pictures in a familiar book	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books	
Continue to develop pre-writing skills	Scribble spontaneously	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Explore using different writing materials	Fine Motor	C. Mechanics of Writing	All
	Intentionally make a mark on a piece of paper	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Indicate when a drawing is finished or complete	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	Draw vertical and horizontal strokes when shown how to do so by an adult	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Hold a writing instrument with fingers and scribble	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

III. Cognition Development

Mathematical Exploration and Learning

Begin to develop math skills such as: Identify body part: Problem solving, Communication, Reasoning, Memory	Build a tower with the red blocks only, leaving the blue and yellow ones to the side	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Pick out and eat only the whole animal crackers	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Nest several cups together accurately and discover how to hide a smaller cup under a larger one	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Turn one piece of a puzzle to fit it into a space the right way	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Pick up 2 items with similar attributes upon request	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Give 2 objects upon request, and verify by counting ("1, 2")	Literacy	A. Counting	1. Counts out 3 items
	Manipulate a number inset puzzle with the numbers 0-5	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Differentiate their own items vs. others' items	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Imitate patterns such as clapping, tapping, signing	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Point to a set of objects that contains more than another set	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Anticipate daily routines associated with day or night	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Place 1-3 shapes in a form board	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Demonstrate an understanding of 1-3 prepositions such as up, down, in, out	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Match object with a picture of that object	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions	
Sing songs and say nursery rhymes after hearing them many times	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Begin to develop math skills such as: Identify body part: Problem solving, Communication, Reasoning, Memory (continued)	Help their caregiver retell a favorite story after hearing it many times	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	Repeat actions at a later time that the have observed before	Cognitive	B. Imitation and Memory 1.2 Imitates familiar simple motor action
<b>Scientific Exploration and Learning</b>			
Begin to develop skills that lead to science concepts such as: Identify body part, Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of body parts	Put a doll on the roof of the dollhouse and watch it slide off over and over again	Cognitive	A. Sensory Exploration 2. Combines simple actions to examine people, animals, and objects
	Fill a bucket with sand and watch as it pours over the side when it is full	Cognitive	A. Sensory Exploration 2. Combines simple actions to examine people, animals, and objects
	Explore and attempt different ways to make objects move	Cognitive	D. Reasoning 2. Coordinates actions with objects to achieve new outcomes
	Splash in water	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
	Explore objects using advanced schemas	Cognitive	E. Scientific Discovery 3.2 Manipulates materials to cause change
	React physically to differences in water/food temperatures	Cognitive	A. Sensory Exploration 1.1 Reacts to events or stimulation
		Adaptive	D. Personal Safety 3. Takes independent action when faced with dangerous conditions or substances
	Integrate use of 5 senses to explore natural world	Cognitive	A. Sensory Exploration 2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate own need for food and water	Social-Emotional	B. Social-Emotional Expression and Regulation 1.2 Identifies/labels own emotions
	Show awareness of other children/animals and respond accordingly	Cognitive	A. Sensory Exploration 1.1 Reacts to events or stimulation
	Recognize familiar faces	Social-Communication	B. Communicative Understanding 2. Locates common objects, people, or events
	Respond to indoor and outdoor world conditions such as sunshine and wind	Cognitive	A. Sensory Exploration 1.1 Reacts to events or stimulation
	Notice changes in the environment of the classroom or home	Cognitive	A. Sensory Exploration 1. Orients to events or stimulation
	Demonstrate use of objects	Social-Emotional	B. Social-Emotional Expression and Regulation 3.1 Explains or shows others how to do tasks mastered
Increase attention span when exploring something interesting, especially with an interested adult	Social-Emotional	A. Interactions with Adults 2.2 Repeats part of interactive game or action in order to continue game or action	

IV. Physical Development

Coordinate Movements

Physical Development: Large motor development	Enjoy pulling or pushing a toy that makes noise as they walk with it	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Climb up the ladder on a low to medium-sized slide and slide down	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
	Turn backwards and sit on the rocking chair	Gross Motor	A. Body Control and Weight Transfer	5.1 Sits down in chair
	Go up the stairs putting both feet on each step	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Throw a ball and put hands together to try to catch it	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Kick a ball forward	Gross Motor	C. Active Play	1.4 Kicks ball
	Go over, under, around & through objects on an obstacle course	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Engage in physical activities such as dancing, climbing, running, throwing, hopping, etc.	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Begin to participate in group physical activities, such as “ring around the rosey”	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Engage in simple games with an adult or another child	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Show interest in differences in people	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play	
Participate in multi-cultural activities	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play	
Fine Motor Development	String beads on a string or some fish tank tubing	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub or sensory bin	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Use hands for simple finger plays such as “The Itsy Bitsy Spider”	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Fine Motor Development (continued)	Attempt to put together pop beads after pulling them apart, sometimes succeeding	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Put the correct shapes through the holes in a shape sorter	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Pull off their own clothes at bedtime	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Drink from a cup with few spills	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Use a spoon for eating most of the time	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Attempt to brush their own hair and teeth	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Attempt to put on their own shirt and help you with their pants by picking up one leg at a time	Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
		Adaptive	C. Dressing and Undressing	2.4 Puts on pull-up clothing
Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes	
Develop skills that lead to good health practices	Identify 3-4 body parts	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Identify foods vs. non-foods	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Respond to “no”; may stop ongoing action when told “no”	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Communicate basic needs through speech	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Seek adult assistance when injured	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

V. Creative Expression

Creativity and critical thinking

Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Begins to participate in dramatic play	Observe and imitate others' successful behavior in solving simple problems	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use facial expression, body movements and vocalization to make social contact and express needs and emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Practices independence while staying connected to caregiver	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expresses ownership and desire to control self	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Shows enjoyment in interaction with others	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Recognizes own accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Engage in behavior to investigate consequences	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Ask for help from other sources when faced with challenges	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Match objects; recognize patterns	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Initiate social contact and expresses emotion toward familiar persons, pets or possessions	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Shows enjoyment of books and stories. Looks at picture books with interest. Imitates sounds in a book; selects a book and gives to an adult to read	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Make musical sounds along with simple chants and songs	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Recognize and respond to a variety of simple songs, finger plays showing preference and asking for repetition	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Experiment with rhythm instruments individually or with others	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Beings to participate in dramatic play (continued)	Accompany simple music with rhythm instruments or clapping	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Enjoy a variety of types of music	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Use musical experiences as a way to explore emerging language skills and cognitive concepts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Experiment with a variety of props such as scarves, ribbons and hoops (with or without music)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Respond rhythmically to music tempos	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Copy adults' actions and play simple pretend games	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Put on and take off easy clothing; copies grownup work	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
Understands the use of different clothes	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self	
Begins to develop creative thinking: Explores the arts, Appreciates music, Participates in creative movement, Beings to participate in dramatic play (continued)	Push a wheel toy and roll a ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Pour from a pitcher	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Enjoy water play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Tell clothing of different people	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Do simple make believe	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Dress with help	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self

Twenty Four to Thirty Months

I. Social & Emotional Development

Developing a Sense of Self and Others

Expresses feelings	Express more complex emotions such as guilt, shame, embarrassment, and pride.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Showing signs of guilt or shame and emotional distress when he causes damage to objects or harms another person	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Showing signs of embarrassment when they realize they are the focus of attention	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Showing signs of pride at an accomplishment	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Continues to develop self-regulation	Show more awareness of expectations both at childcare and at home	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to understand the expectations of others and comply with these expectations on their own (for example, by picking up toys after they have finished playing with them)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Start to be interested in toilet training	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Comfort themselves quickly after being dropped off at childcare and a few initial tears	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use a special object (blanket, stuffed animal) to comfort themselves when distressed	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Be able to wait slightly longer for things they want	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Occasionally engage in a fit of temper	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express strong negative emotions about any change in their routine	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests



	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Interacts with adults and other children	Ask for help if needed, and say “no” to peers	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Withdraw from activities for a short time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Be more interested in unfamiliar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Move toward a familiar caregiver (or check in with eye contact) before accepting a ball from a new person	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Let Grandma help them with their shoes, even though they haven't seen her for a while	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Rush to answer the door when the postal worker knocks, but act shy when she speaks to them	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Not speak to an unfamiliar adult when he is spoken to	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show more awareness of other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask for help when another child takes something that belongs to them	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Help another child to pick up the beads after he dumped them out of the container	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Feel and express remorse after accidentally knocking another child down in a rush to the door to go out	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Comfort another child who may be upset	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Begins to develop a sense of self confidence	Need reassurance about his attempts to try something new	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Put on his own coat, but get it upside down and refuse help to fix it	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Get on a new riding toy and refuse to get off when asked to come to breakfast	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Put together a puzzle with several pieces, not wanting help and then asking for it when they have trouble	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Climb to the top of the climber and then call for their caregiver to watch before they slides down	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	Get up from the lunch table after a few bites, following mom as she leaves the room, then return when they know what she is doing	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Begins to develop pro-social behaviors: Have beginning understanding of consequences when following routines and recreating familiar events	Use imagination, memory and reasoning to plan and make things happen	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	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
	Need adult help to resolve conflicts with peers	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Pretend to feed a baby doll	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Put on dress-up clothes, and pretend to be a dad or mom	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Tell their caregiver that they are going to be a firefighter or a nurse	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use the toy mixer the way they have seen dad do it	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Bring a play dough cake with pretend candles to their caregiver	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate in creating class rules, understanding the reasons behind the basic rules	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Accept the consequences of their actions, and say, „I'm sorry” when prompted	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

II. Language Development

Understand and Communicate

Continue to develop listening and speaking skills	Understand and respond to questions	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Get their coat, and put it on when asked by a teacher	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
		Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Answer when asked, "Do you want a cracker or a cookie?"	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask another child to sit next to them	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Understand and use some positional words	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Demonstrate active listening skills	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Retell and relate what has been heard	Cognitive	B. Imitation and Memory	3. Relates past events
	Begin to ask questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Enter into a conversation that lasts for several turns	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Want to talk when the family is talking in the car, but is not on the topic	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask questions about concepts they don't understand	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Try to initiate conversations with others about objects	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Repeat what has just been said, or make up a story to be part of the conversation	Social-Emotional	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Take cues from others (laughs when others laugh)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Indicate an understanding of grammar by putting words in the correct order (for example, "Eat cookie" rather than "cookie eat")	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continue to develop listening and speaking skills (continued)	Indicate an understanding of grammar by using the correct rule but with irregular words (for example, adding an “s” to make something plural like “foots” or adding an “-ed” to make the past tense like “goed”)	Social-Communication	C. Communicative Expression 2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Use words to tell about objects and actions of self and others	Social-Communication	C. Communicative Expression 1. Produces multiple-word sentences to communicate
	Recite familiar nursery rhymes, songs, or short stories	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	Sing simple songs with the teacher and later sing parts of them to himself	Social-Emotional	A. Interactions with Adults 2.2 Repeats part of interactive game or action in order to continue game or action
	While reading a book, ask questions about the story as well as name objects	Literacy	D. Vocabulary and Story Comprehension 1.1 Labels familiar people, actions, objects, and events in picture books
		Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Use more descriptive language to tell you what they want	Social-Communication	C. Communicative Expression 1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange
	Use action words to describe what they are doing	Social-Communication	C. Communicative Expression 1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange
	Put together three or four word sentences	Social-Communication	C. Communicative Expression 1. Produces multiple-word sentences to communicate
	Use the words I, we, he, and she in sentences	Social-Communication	C. Communicative Expression 1.2 Uses 50 single words, signs, or symbols
	Speak clearly enough to be understood by familiar caregivers without mumbling or running sounds together	Social-Communication	C. Communicative Expression 1. Produces multiple-word sentences to communicate

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Pre-Reading/Pre-Writing</b>			
Begins to develop skills that will lead to reading readiness: Identify body parts, Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Show interest in book reading, Recognize symbols have corresponding meaning	Sing simple songs that they have heard many times with a group or on their own	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
	Say a simple rhyme that they have heard frequently, with a group or alone	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
	Know that their name starts with an M sound, like mom	Literacy	B. Phonological Awareness 4.5 Produces words that begin with specified sound
		Literacy	C. Alphabet Knowledge 1.4 Names letters in own first name
	Identify farm animals by the sounds they make	Literacy	D. Vocabulary and Story Comprehension 1.1 Labels familiar people, actions, objects, and events in picture books
	Identify environmental sounds such as a doorbell, fire engine, or water running	Social-Communication	D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange
	Draw attention to parts of words such as syllables by moving to the beat	Literacy	B. Phonological Awareness 3.2 Claps for each syllable in two- and three-syllable words
	Know that the McDonalds sign means that a McDonalds is near	Cognitive	C. Conceptual Knowledge 2. Recognizes symbols
	Find his favorite cereal by the picture or color on the box	Cognitive	C. Conceptual Knowledge 2. Recognizes symbols
	Use the stop sign in play with his car set	Adaptive	D. Personal Safety 2.1 Complies with graphic or written warning signs and symbols
	Put toys away in bins or shelves with pictures	Social-Communication	B. Communicative Understanding 3. Follows multistep directions without contextual cues
	Turn the pages of a favorite book from left to right, holding the book upright	Literacy	A. Awareness of Print Concepts 2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts 2.2 Holds book or other printed material with pictures correctly oriented
	Ask for the same favorite book over and over again	Social-Communication	A. Early Social Communication 4.2 Makes choices to express preferences
	Listen to engaging stories	Literacy	A. Awareness of Print Concepts 1. Participates in shared group reading
	Recite a familiar nursery rhyme, poem or finger play with expression	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
Use words to describe the purpose and function of objects, such as go, stop and play	Social-Communication	D. Social Use of Language 2.2 Describes objects, people, and events as part of social exchange	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Begins to develop skills that will lead to reading readiness: Identify body parts, Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Show interest in book reading, Recognize symbols have corresponding meaning (continued)	Learn the names of objects new to him	Cognitive	B. Imitation and Memory 2. Imitates novel words
	Repeat words heard in the environment	Cognitive	B. Imitation and Memory 2.2 Imitates familiar vocalizations
	Name an increasing number of objects in the books	Literacy	D. Vocabulary and Story Comprehension 1.1 Labels familiar people, actions, objects, and events in picture books
	Listen to fiction and non-fiction books	Literacy	A. Awareness of Print Concepts 1. Participates in shared group reading
	Ask and answer questions about the story while his caregiver is reading	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Answer questions about the story, such as, "Who was in the story?" "Where did he go?" "What did he do?" and "Why was he sad?"	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
Continue to develop pre-writing skills: Use writing utensils for scribbles and drawings	Pretend to take the caregiver's order, while playing restaurant, by scribbling on a pad with a pencil	Social-Emotional	C. Interactions with Peers 2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Fine Motor	A. Reach, Grasp, and Release 1.4 Scribbles
	Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it them	Literacy	E. Writing 1.2 Verbally labels representational drawings
		Fine Motor	C. Mechanics of Writing 1.1 Writes or draws using mixed strokes
	Paint some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow	Fine Motor	C. Mechanics of Writing 1.1 Writes or draws using mixed strokes
		Literacy	E. Writing 1.2 Verbally labels representational drawings
	Recognize that drawings, paintings, and writing are meaningful representations	Literacy	D. Vocabulary and Story Comprehension 1. Demonstrates understanding that pictures represent text
Hold a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier ages	Fine Motor	A. Reach, Grasp, and Release 2.4 Grasps hand-size object using whole hand	

III. Cognitive Development

Mathematical Exploration and Learning

Begin to develop math skills such as: Problem solving, Communication, Reasoning, Memory, Quantity and number relationships	Show interest in concepts, such as matching and sorting according to color, shape and size:	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Name at least one color	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compare the color of his toy car to that of another child	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Match the colors and shapes in a matching puzzle	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Sing songs and say nursery rhymes after hearing them many times	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Help their caregiver retell a favorite story after hearing it many times	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Discuss important events that occurred in the past , such as meeting a new animal or going on vacation	Cognitive	B. Imitation and Memory	3. Relates past events
	Help to put away the toys, putting the blocks away with the blocks and the vehicles away together	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Confuse similar colors	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Try to get all of the big blocks to make their tower	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Fill a balance scale with beads, making one side go down, then the other	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Fill large and small containers with sand or water	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Adaptive		A. Eating and Drinking	6.1 Pours liquid into variety of containers	



NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Scientific Exploration and Learning</b>			
Begin to develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of body parts, Observation of the world and nature	Want to pick up and bring home interesting things they find on a walk	Cognitive	E. Scientific Discovery 1.2 Uses senses to explore
	Use senses to observe and gather information	Cognitive	E. Scientific Discovery 1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery 1.1 Uses simple tools to gather information
	Use tools for investigation (such as a magnifying glass)	Cognitive	E. Scientific Discovery 1.1 Uses simple tools to gather information
	Get a stool and try to reach something put up on a high shelf	Cognitive	D. Reasoning 1. Uses object to obtain another object
	Try to put on their own coat, but get frustrated when their sleeve is inside out, and finally ask a teacher for help	Adaptive	C. Dressing and Undressing 2.2 Puts on front-opening clothing
		Social-Communication	A. Early Social Communication 4.1 Makes requests of others
	Try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead if pushing doesn't work	Cognitive	D. Reasoning 3. Solves problems using multiple strategies
Use a spoon or other tool to dig in the garden	Cognitive	D. Reasoning 2. Coordinates actions with objects to achieve new outcomes	

**IV. Physical Development**

**Coordinate Large and Small Muscles to Move and Play**

Large motor development: Perform more complex movements with his arms and legs	March around the room, walk on tiptoe and jump off the bottom of the slide or the last step of a staircase	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Try to throw a ball to you	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Jump in and out of a hula hoop	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Walk on a wide balance beam sideways at first, but forward when you hold his hand	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Use their whole body to develop spatial awareness	Gross Motor	All	All
	Move through a simple obstacle course after a teacher has modeled what to do	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walk around in a circle with other children, playing ring around the rosy	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Move to music, including songs that direct movement	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Climb stairs with alternating feet	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Build more complex block structures	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Fine Motor Development: Use improved eye-hand coordination to explore and manipulate objects	Continue to use both hands together and show no strong preference for a dominant hand	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Put together a puzzle with several pieces	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Use their hands to pound, poke and build with the play dough	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Continue to perform complex finger plays more accurately, such as “The Itsy Bitsy Spider”	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Place large pegs in a peg board	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Imitate circular, vertical, and horizontal strokes with a writing implement or paint brush	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
Develop skills that lead to good Health practices	Feed themselves with a spoon	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Drink from a cup using both hands, spilling little	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Pour liquid from a large container into a smaller container, with spills	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Try to brush their own teeth and comb their hair	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Show interest in using the toilet, trying to wipe, and pulling up and down their own pants with some help	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Wash their hands and use a towel to dry them	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Take off his clothes	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Identify 8 body parts	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Demonstrate basic disease prevention skills when prompted	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Follow home, school and community safety rules (hold hands crossing street, avoids hot surfaces etc.)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

V. Creative Expression

Creativity & Critical Thinking

Begins to develop creative thinking Explores the Arts, Appreciates Music, Participates in Creative Movement, Begins to participate in Dramatic Play	Develop symbolic thought (For example, shown by engaging in more complex forms of pretend play)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Begin to connect symbols with concepts (For example, a stop sign with the octagon shape).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Begin to match and sort items into groups and learn where objects belong.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Demonstrate vocabulary growth and use more descriptive words.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Complete an assortment of simple puzzles	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Enjoy different drawing and painting activities.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Begin to make drawings which represent things in their world	Literacy	E. Writing	2.1 Makes representational drawings
	Play games and sing songs that promote different concepts such as light and dark, soft and hard, loud and quiet.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Repeat simple motions and gestures from favorite songs and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Begin to engage in self-directed pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Begin to act out his favorite characters from story books.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Thirty Months to Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

Identifies and expresses feelings	Imitate appropriate expression of feelings, needs, wants	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Identify the basic emotions of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it	Social-Communication	D. Independent and Group Participation	4.2 Claims and defends possessions
	Raise their hand and say "I do!" with enthusiasm when their caregiver asks who wants to have a turn to hold the door open	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Show great excitement about finding a ladybug on the playground	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop self regulation	Have difficulty taking turns on their own, but willingly do it when a teacher helps her to talk about it with another child	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Share one of the several dolls that they have with a friend who has none	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Pay attention during large group activities for slightly longer periods of time	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Demonstrate positive coping strategies such as using her words or asking for help	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Have difficulty transitioning from one activity to another	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Separate easily from parents/caregivers in familiar surroundings	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Follow routines and familiar activities with adult/teacher direction	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Demonstrate more self help skills	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Continue to use a special object to soothe themselves during times of distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Interacts with adults and other children	Demonstrate appropriate affection/interaction with family members and selected friends	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Say please and thank you with prompting and modeling	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Continue to need reassurance from their caregiver after mom has left for a few minutes, but be easily calmed and distracted	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Repeat words they have heard adults use to tell another child to stop running (for example, "Use walking feet!")	Social-Communication	B. Imitation and Memory	2. Imitates novel words
	Imitate both courteous words and expletives that they have heard from adults in their pretend play	Social-Communication	B. Imitation and Memory	2. Imitates novel words
	Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Empathize with the feelings of other children	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Interacts with adults and other children (continued)	Continue to have a hard time sharing, but look to an adult for help	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Have a concerned look on their face when another child falls and gets hurt on the playground	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Engage in play with others for longer periods of time and in more complex scenarios	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Continues to develop a sense of self confidence	Ask a new caregiver to help her complete the puzzle she has selected	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Ask the custodian what she is doing when she comes in to fix the broken sink faucet	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Show the greeter in the store her new shoes from the safety of the shopping cart	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Make independent choices from diverse interest centers or activities with teacher support	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Acknowledge actions and accomplishments verbally and nonverbally with minimal adult prompting	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Re-engage in a task or activity after experiencing disappointment, frustration or failure with adult help	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop pro-social behaviors	Talk to another child as they play together	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Watch other children play with a ball, then join in doing the same actions	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Look for their special friend to play with at center time	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Choose to participate in group activities	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Help another child to pick up the blocks after he dumped them out of the container	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Feel and express remorse after accidentally knocking another child down in a rush to get out the door	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Give a hug to another child	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Ask for help when another child takes something that belongs to her	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Play near and watch other children in play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Join in play with other children	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Demonstrate some skills in problem solving with adult support	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Follow classroom rules with consistent teacher support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Begins to develop attending and focusing skills	Attend to a task of interest for longer periods of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Move onto a new activity with minimal stress when prepared for the transition	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Increase tolerance for brief delays of gratification	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states



II. Language Development

Communicating and Understanding

Continue to develop skills in listening and speaking	Listen to spoken language or song for enjoyment	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Comment on familiar aspects of a story or common event	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Follow 2-step directions (For example, put your shoes on and then get your coat.)	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Converse in short sentences using a variety of nouns and verbs	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Engage in and maintain a conversation topic with adult support	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Relate personal experiences verbally using sentences with adult prompting	Cognitive	B. Imitation and Memory	3. Relates past events
	Give simple commands to get needs met	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use 3 different sentence types (requesting, questions, negation)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Ask and answer simple questions using short phrases	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Share information on what he/she is currently doing	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Imitate familiar roles	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use the same tone of voice they hear mom using when talking to their little brother	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Repeat adult questions that they have heard the teacher ask to start discussions, such as “What do you think will happen next?”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Expand vocabulary with many more connecting and describing words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continue to develop skills in listening and speaking (continued)	Use many words to express their feelings, tell about their ideas, and respond to the ideas of others	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use personal pronouns such as he, she, we and they more easily and appropriately	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Continue to use some familiar “shorthand” expressions such as “we go” or “all gone”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Tell about what is happening in a book using action words	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Ask “why” and other questions frequently to keep a conversation going	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
<b>Pre-reading and Pre-writing</b>				
Continues to develop skills that will lead to reading readiness: Increases vocabulary, Increases comprehension, Shows interest in book reading	Say a simple rhyme that they have heard many times, with a group or alone	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Know that her name starts with a G sound, like green	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Identify farm animals by the sounds they make	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Identify environmental sounds such as a doorbell, fire engine, or water running	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Draw attention to parts of words such as syllables by moving to the beat	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Begin to understand that written words stand for a certain meaning	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Know that the McDonalds sign means that a McDonalds is near	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Find their favorite cereal by the picture or color on the box	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Put toys away in correctly labeled bins or shelves	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Precisely turn the pages of a book one at a time, and from left to right	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Ask for the same favorite book over and over again	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Recite a familiar nursery rhyme, poem or finger play with expression	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continues to develop skills that will lead to reading readiness: Increases vocabulary, Increases comprehension, Shows interest in book reading (continued)	Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph)	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	Choose to look at a favorite book at rest time, retelling parts of the story softly to herself	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
		Social-Communication	A. Early Social Communication 4.2 Makes choices to express preferences
	Recognize some common symbols	Cognitive	C. Conceptual Knowledge 2. Recognizes symbols
	Identify basic shapes	Cognitive	C. Conceptual Knowledge 4.2 Identifies concrete concepts
	Repeat portions of a story that they have heard	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	Respond to basic “wh” questions ( what, where, why)	Social-Communication	B. Communicative Understanding 4.1 Answers who, what, and where questions
	Know when a book is upside down and/or backwards and can correct it	Literacy	A. Awareness of Print Concepts 2.2 Holds book or other printed material with pictures correctly oriented
	Use elements in pictures to tell, in simple phrases, what is happening	Literacy	D. Vocabulary and Story Comprehension 1. Demonstrates understanding that pictures represent text
	Talk about what they see in pictures	Literacy	D. Vocabulary and Story Comprehension 1. Demonstrates understanding that pictures represent text
	Participate in rhythm and rhyme games and songs	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
	Tell 1-2 events from personal experience	Cognitive	B. Imitation and Memory 3. Relates past events
	Respond to a basic question about a picture	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Attend to pictorial directions but need teacher direction	Adaptive	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
	Listen to fiction and non-fiction materials	Literacy	A. Awareness of Print Concepts 1. Participates in shared group reading
	Ask and answer questions about the story while the caregiver is reading	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?”	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Tell you what will happen next in a story that has been read before	Literacy	D. Vocabulary and Story Comprehension 2.1 Makes predictions about what will happen next in story
	Answer questions about the story that has just been read	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop writing skills	Use crayons on a large piece of paper and scribble, telling the caretaker that it is her	Literacy	E. Writing	1.1 Dictates description of drawing
	Take the caretaker's pen and scribble, saying that they are writing	Literacy	E. Writing	1.1 Dictates description of drawing
	Find a card with their name on it on a table with several others	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Point to the rule sign about using "listening ears" when asked what we do at circle time	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Respond to simple questions for adult recording on paper	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Respond to questions about drawing	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Copy a horizontal line, vertical line and circle with a model	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Imitate simple shapes and lines	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes

III. Cognitive Development

Mathematical Exploration and Learning

Continue to develop math skills such as: Problem solving, Communication, Reasoning, Memory	Hold up two fingers when asked how old they are	Math	A. Counting	1. Counts out 3 items
	Ask a teacher to help them see if there is room in the play dough center and count the children with the teacher, deciding that there is room for her	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Complain to mom that their sister has more cookies than they do	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Tell a friend that they are bigger, so they should go first up the climber	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Match and sort objects according to color, size, shape or use when playing or putting away toys	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Take two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers"	Math	A. Counting	1. Counts out 3 items
	Name at least one color	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compare the color of their toy car to that of another child	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Easily match the colors and shapes in a matching puzzle	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Help to put away the silverware, matching the large spoons with the other large spoons	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Fill a balance scale with beads, making one side go down, then the other	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Sort 3 to 5 objects by color	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognize and read numerals 0 to 5	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Identify the number of objects in a set up to 3 and verify by counting 1,2,3	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Match the correct numeral 0-3 to the number of objects	Math	A. Counting	1. Counts out 3 items

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continue to develop math skills such as: Problem solving, Communication, Reasoning, Memory (continued)	Sort objects by similar attributes in familiar routines (big, little)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sort a set of objects into more; then into less	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Put objects in order by size when asked	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify routines carried out during day or night.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Match and sort shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

### Scientific Exploration and Learning

Develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of body parts	Explore and use cognitive strategies to attempt to make objects move	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use tools to explore properties water	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Match simple properties (color, size, shape)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Respond verbally to differences in water/food temperature	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Demonstrate verbal differences of humans and animal	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Indicate own thirst or hunger and that of others	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Show awareness of the functions of people/animals in their world	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Know night and day and various expectations in routines	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Show active interest in the environment	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Identify familiar functions of their environment	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Want to pick up and bring home interesting things they find on a walk	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Use tools for investigation	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of body parts (continued)	Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom	Fine Motor	A. Reach, Grasp, and Release 3. Stacks objects
	Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand	Cognitive	D. Reasoning 2. Coordinates actions with objects to achieve new outcomes
	Get a stool and try to reach something put up on a high shelf	Cognitive	D. Reasoning 1. Uses object to obtain another object

IV. Physical Development

Combine Several Large Muscle Skills When Playing

Develop large motor skills	Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Climb on the rocking horse and push their feet to make it go	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl	Gross Motor	B. Movement and Coordination	All
	Walk sideways and forward on a wide balance beam	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Perform the motions to the "Chicken Dance" with a circle of friends	Gross Motor	B. Movement and Coordination	All
	Run across the playground, starting and stopping easily	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Play rhythm sticks in time to music with a simple beat	Gross Motor	B. Movement and Coordination	All
	Throw a ball overhand (with forearm extension) in the forward direction	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Attempt to catch a large ball, but often miss	Gross Motor	C. Active Play	1.3 Catches ball
	Climb stairs with alternating feet, without assistance	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Kick a stationary ball in a forward motion	Gross Motor	C. Active Play	1.4 Kicks ball
	Follow simple movements to music	Gross Motor	B. Movement and Coordination	All
	Build more complex large block structures	Gross Motor	B. Movement and Coordination	All



	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Develop fine motor skills	Use smaller manipulatives such as stringing smaller beads or working with pattern blocks	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use one inch cubes and small blocks to build	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	String large beads on a shoelace with a knot at the bottom	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Wind the jumping mouse with a pincer grasp on the small key	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Arrange small counting objects in a line on the table	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Use tweezers to pick up cotton balls and put them in a container	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Put a hand inside a puppet and make it talk by moving her hand inside	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Make more refined marks on paper	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Pour liquids from a larger container into a smaller container with fewer spills	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
Develop skills that lead to good health practices	Feed themselves using a fork or spoon, and hold a cup with one hand to drink	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Help with simple chores such as setting the table with a napkin and plate for each person	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Want to help bathing herself, but still needs assistance	Adaptive	B. Personal Care Routines	2. Bathes and dries self
	Dress themselves with some assistance	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Wash and dry their own hands	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands

V. Creative Expression

Creativity and creative expression

Begins to develop creative thinking: Explores the Arts, Appreciates Music, Participates in Creative Movement, Begins to participate in, Dramatic Explore art materials	Predict what will happen next in a story book.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Listen, repeat, and experiment with words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to make representational drawings.	Literacy	E. Writing	2.1 Makes representational drawings
	Use writing tools to create and experiment with.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Match shapes, colors, patterns and objects together.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Draw faces with more detail.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Enjoy swirling and squishing the finger paint as they move it around on the paper	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Tear paper to make a collage	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Start to use tools with the play dough such as a rolling pin or a cookie cutter	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Enjoy participating in singing and movement activities	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

Identifies and expresses feelings	Tell their caregiver what they like and don't like	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to solve conflicts using their words rather than hitting	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Tell their caregiver how they feel after they have been noticed looking sad because of someone else's actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Proudly show the finger play he learned in school to dad	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Ask for help with putting paper on the easel	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Express disappointment, but choose another center when their first choice is full	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express feelings, needs, or wants appropriately with adult guidance	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Demonstrate awareness of the feelings of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions	

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continues to develop self-regulation	Ask a teacher for help when another child grabs a ball away from them	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Proudly tell the teacher that they used the toilet all by themselves	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Remind other children of the rules (For example, "We go down the slide only")	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Sit at circle time listening to a story for 5-10 minutes before needing to get up and do something more active	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	Sometimes remember to raise their hand as they ask the teacher a question at circle time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Use classroom materials respectfully	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Separate easily from parents/caregivers/significant adults	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Move through routines and activities with some adult teacher direction	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Demonstrate self help skills with some demonstration and direction	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Play independently for longer periods of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Join in play with other children, interacting and beginning to share and take turns	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Begin dramatic play by acting out whole scenes (playing house, pretending to be animals, etc.)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Jointly participate in goal setting and problem solving	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Follow classroom rules with minimal teacher assistance	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	May continue to use a special object for comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Interacts with adults and other children	Have an easier time separating from their parents	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Continue to push the large jeep after their caregiver has said, "Those stay still" but pause and move to another toy after hearing their name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Go willingly with a neighbor family to the park even though mom is not going	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Demonstrate appropriate affection/interaction for teachers and friends	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Say please, thank you, and excuse me where appropriate and with reminders	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Seek input/help from others in problem solving	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Respond to first name and say both first and last name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
		Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Play for longer periods of time with other children, instead of mostly beside them	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer	
Continues to develop pro-social behaviors	Look for a favorite friend to play with on the playground	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Offer to share the markers with another child who comes to the art center	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Show his play dough monster to the girl sitting next to them	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Decide with other children to play something specific and then execute this play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Need adult help to resolve a conflict with a peer, and agree to take turns	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Work with a friend to find the flannel board pieces to go with the story they have just heard	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Begin to understand that their actions can cause feelings in other children	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop pro-social behaviors (continued)	Begin to use some simple techniques for preventing or resolving their own conflicts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Share a toy car with a child who cries because he has none	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Express regret and ask the child if he is ok when they have accidentally knocked another child down in a rush up the steps of the climber	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Agree to let a friend help them feed the fish even though it is their job	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Show concern when another child has fallen and is crying	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Tell a friend that they want to be a daddy when they grow up and that only boys can be the daddies	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Pretend to be a firefighter and spray the Pretend Play Center with a play hose, telling everyone to get out	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use the blocks as garages and houses that the cars and trucks drive to	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Have strong negative feelings about any change in the routine	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Try to follow the rules of a simple board game	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Participate in creating rules for the class	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Help to clean up, saying, "we are a team"	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults	

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continue to develop a sense of self confidence	Make independent choices from diverse interest centers or activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Acknowledge own actions and accomplishments verbally	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Re-engage in a task or activity after experiencing disappointment, frustration, or failure	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Enthusiastically try new activities and delight when he learns something new	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Wait patiently for a short time, knowing that they will get a turn	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Laugh easily at any silly words or ideas	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Follow the big boys around and try to enter into their conversations	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Attempt to build a bridge out of the unit blocks after watching another child do it	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Ask the caregiver to watch as they walk on a wide balance beam and jumps off	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Choose to go to the block area rather than the art center	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Continue to develop attending and skills	Use the box that a new car came in as a garage for it	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attend to a task for longer periods of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Move on to a new activity with occasional or minimal distress	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Use verbal and non-verbal conversational skills with modeling and prompting	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Demonstrate ability to delay gratification to complete a larger task with adult guidance	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

II. Language Development

Communicating and Understanding

Continue to develop skills in listening and speaking	Follow two-step directions, especially if they are part of a familiar routine or have been demonstrated	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Get their coats and start putting it on when told it is time to get ready to go outside	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Provide a wet paper towel to a hurt friend after being asked by their caregiver	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Take a napkin from the pile and pass the pile to the next person at the table after being asked to	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Listen more attentively to a story than to a group discussion	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Listen more easily in a one on one conversation than in a group setting	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Remember events from the past, as well as where objects have been put	Cognitive	B. Imitation and Memory	3. Relates past events
	Stop pushing anxiously to see them, when they hear that the caterpillars will be there tomorrow and for “many days”	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Use and understand more directional words such as around, backward and forward	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understand and start to use some positional words such as behind, in front of, next to, under, and over	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Name or point to many body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Tell their name when asked	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Match the picture cards in a simple game of concentration	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Recognize their name in print and the first letter of their name out of context	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print	



	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continue to develop skills in listening and speaking (continued)	Not pronounce all of their words correctly, but be easily understood most of the time	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use longer sentences and more grown up words	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use plurals, pronouns and possessive words such as “my” and “his”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Use contractions such as “won't” and “can't”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use words that describe the size and function of objects	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use words that tell about time such as after and before	Social-Communication	C. Communicative Expression	3. Uses helping verbs
	Tell a story with many details about a trip they went on	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Cognitive	B. Imitation and Memory	3. Relates past events
	Take their turn in a group discussion	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Talk with the boy they are building with about a new toy they have at home	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Offer their own information in a group story about a visit by the firefighters	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Produce complete sentences using an expanded vocabulary	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Initiate and maintain conversations	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Change tone of voice and sentence structure depending on the listener	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use past tense verbs and the –ing ending	Social-Communication	C. Communicative Expression	3. Uses helping verbs
	Ask and answer simple “wh” questions	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Answer questions about hypothetical events (What do you do when you are tired)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when	

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continue to develop skills in listening and speaking (continued)	Name 3 items from a common category	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Answer questions about stories	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Speak with increasing clarity, ease, and accuracy	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use language to repeat simple stories, songs, rhymes, or to relate experiences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Give simple 1 to 2 step directions	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
<b>Pre- Reading and Pre-writing</b>				
Continues to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Shows interest in book reading, Recognize that symbols have corresponding meaning	Start to recognize some environmental print	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Identify some letters, especially those in their first name	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Identify words that rhyme	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Identify what is happening in a picture	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Answer inferential questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Know the front of a book and how to turn the pages in correct order	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Retell some elements of a story with the aid of pictures	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Respond to questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Listen and respond to rhythm and rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Follow with teacher assistance a simple pictorial direction	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Sing simple songs that they have heard many times with a group or on their own	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Say a simple rhyme that they have heard many times, with a group or alone	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Begin to identify rhyming words when they hear them	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words	

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continues to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Shows interest in book reading, Recognize that symbols have corresponding meaning (continued)	Begin to supply the rhyming words in a familiar poem or song	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Know that their name starts with an M sound, like mom	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Draw attention to parts of words such as syllables by moving or clapping to the beat	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Know that the McDonalds sign means that a McDonalds is near	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Find their favorite cereal by the picture or color on the box	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Use the stop sign in play with the car set or point out stop signs in the natural environment	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Put toys away in labeled bins or shelves	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Find their name card on the carpet square and sit there	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	See a letter from their name on a sign and point it out to a familiar caregiver	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Ask what a card says after receiving it in the mail	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Sing the alphabet song	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Ask for the same favorite book over and over again	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences	
Recite a familiar nursery rhyme, poem or finger play with expression	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	
Ask to re-read a favorite story, remembering the funny ending and telling it as you start to read	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences	
	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story	
Sing along with the Gingerbread Boy's song after hearing it several times	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play	

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop skills that will lead to reading readiness: Recognizes and reacts to sounds, Increases vocabulary, Increases comprehension, Shows interest in book reading, Recognize that symbols have corresponding meaning (continued)	Retell a story they have heard a few times recently using some of the actual phrases such as “I’ll huff and I’ll puff and blow your house down!”	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Use words to describe the purpose and function of objects	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Learn the names of objects new to them	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use words learned through books in their own conversation	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Discover the meaning of new words from the context or the pictures	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Make up a story to go with the clothes they are wearing in the Pretend Play center	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Continues to develop writing skills	Pretend to take the caregiver’s order, while playing restaurant, by scribbling on a pad with a pencil	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Make a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it is them	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Literacy	E. Writing	1.1 Dictates description of drawing
	Paint some broad strokes across the paper with a few different colors, and tell the caregiver that it is a rainbow	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Begin to control scribbles, perhaps telling their caregiver what they say	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Literacy	E. Writing	1.1 Dictates description of drawing
	Show a friend their work on the wall, and “read” the teacher writing about it	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Literacy	E. Writing	1.1 Dictates description of drawing
	Dictate a thank you note to go with their picture for the firefighters after their visit	Literacy	E. Writing	1.1 Dictates description of drawing
	Hold a crayon with a pincer grasp, although perhaps resting on the ring finger, or start to hold it correctly, and draw with increasing control	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Begin to draw representations of people and objects	Literacy	E. Writing	2.1 Makes representational drawings
Experiment with writing tools and materials to communicate in pretend play	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes	

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Continues to develop writing skills (continued)	Draw simple pictures representing an experience	Literacy	E. Writing	2.1 Makes representational drawings
	Dictate words or simple phrases to an adult recording on paper with adult prompting	Literacy	E. Writing	1.1 Dictates description of drawing
	Share drawings with others	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Trace simple letters and shapes	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

III. Cognitive Development

Mathematical Exploration and Learning

Continue to develop math skills such as: Problem solving, Communication, Reasoning, Memory	Count out three crackers from the snack basket when it is passed to him	Math	A. Counting	1. Counts out 3 items
	Tell on a friend who has come into the block center when it is already full	Math	A. Counting	2. Counts out 10 items
	Tell the teacher that his cup is full of sand and theirs is empty	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Build a tall tower and stand next to it to see if it is as tall as they are	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort objects by color or shape	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Name several colors	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compare the color of their toy car to that of another child	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Easily match the colors and shapes in a matching puzzle	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Help to put away the silverware, matching the large spoons with the other large spoons	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sort objects by similar attributes	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Recognize and replicate simple patterns	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use concrete objects to combine and separate groups up to 5	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Count to 10	Math	A. Counting	2. Counts out 10 items
	Recognize and read numerals 0-5	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Estimate the number of objects in a set to 5 and verify by counting	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Match the number of objects to the correct numerals 0-5	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Compare sets of objects and determine which set has more or less	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Compare objects by size to determine smaller and larger	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Correctly identify circles and triangles	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Continue to develop math skills such as: Problem solving, Communication, Reasoning, Memory (continued)	Find examples of shapes in the environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Play a shape matching game	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Draw and name a circle for his head	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
Make symmetrical designs with shape blocks	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines	
<b>Scientific Exploration and Learning</b>				
Develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of parts of the body	Explore how objects move	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Explore the properties of objects when placed in water	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Appropriately respond to caregiver's description of hot/cold items	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Identify differences between humans and animals	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use 5 senses to explore the natural world	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate the need for food./water/air	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Be interested in animals and their offspring (for example, geese and goslings, cows and calves, etc.)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Explore and identify a variety of animals and plants	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identify different types of weather	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify animals and their homes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Be a careful observer, asking questions about everything he sees	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Enthusiastically check their seed cup to see if there have been any changes overnight since the first seed started to sprout	Cognitive	E. Scientific Discovery	2.3 Makes observations
Put colored modeling clay in water and find out that it starts melting color all over their hands and arms, then paint up their arms and try different colors	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change	

	NV Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Develop skills that lead to science concepts such as: Cause and effect, Daily routines, Imitation of gestures and use of objects, Identification of parts of the body (continued)	Watch the fish and tell which one they like the best	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Want to pick up and bring home interesting things they find on a walk	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays for investigation	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Have an improved memory for details	Cognitive	B. Imitation and Memory	3. Relates past events
	Make and check predictions before and after an investigation	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Count how many boys are in the group they are playing with, but still get confused by the question of whether there are more children or boys in the group	Math	A. Counting	2. Counts out 10 items
	Go to the table when the teacher says that everyone who has brown hair may go	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Draw a picture of his dad with very long legs	Literacy	E. Writing	1.2 Verbally labels representational drawings
Fine Motor		C. Mechanics of Writing	1.1 Writes or draws using mixed strokes	



IV. Physical Development

Coordinate Movements

Develop large motor skills	Catch a large ball that is thrown directly to them (but may turn head away)	Gross Motor	C. Active Play	1.3 Catches ball
	Combine a sequence of several motor skills with control and balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Balance on one foot for a few seconds	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Follow simple routine movements to music, such as Hokey Pokey, Head, Shoulders, Knees and Toes	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Climb the stairs on the climber with alternating feet, without holding on	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Push their feet and bend their knees to make the see saw work	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Walk forward on a wide balance beam	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Hop across to the other side when playing Red Rover	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Go over, under, around and through on a obstacle course	Gross Motor	B. Movement and Coordination	All
	Begin to “pump” on the swings after someone has gotten them started	Gross Motor	C. Active Play	2.1 Moves swing back and forth
	Stand and hop on their preferred foot at least 3 times	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Begin to play games involving physical activity such as “Duck, Duck, Goose”	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Participate in multi-cultural activities that enhance physical development (dance, games, activities etc.)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Develop large motor skills (continued)	Begin to gallop (combining a walk with a leap, with the same foot leading each time)	Gross Motor	B. Movement and Coordination	7.1 Gallops
	Begin to rotate body when throwing an object	Gross Motor	C. Active Play	All
	Begin to flex their lower leg when kicking a ball	Gross Motor	C. Active Play	1.4 Kicks ball
Develop fine motor skills	Begin to grasp a writing implement using fingers or a tripod grasp, but revert to a whole fist grasp at times	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Stack the Lincoln Logs to make a house after observing it being done	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Fill and dump several cups in the sand table using a shovel, then a smaller spoon	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Make a snowman out of play dough after watching an older child make balls and put them together	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6 piece puzzle, building with small sized legos, and using peg boards	Fine Motor	B. Functional Skill Use	All
	Demonstrate more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps	Fine Motor	B. Functional Skill Use	All

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Develop skills that lead to good health practices	Sort socks, putting together the ones that match	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Take care of their own toileting needs, but still need help sometimes with difficult clothing and/or wiping	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Put on their own coat, hat and mittens, but need help with gloves and getting a zipper started	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Brush their own teeth and hair, but may need the help of an adult to make sure he has been thorough	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Dress himself	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Wash and dry their own hands	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Begin to recognize their own physical and family characteristics and those of others	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Develop skills that lead to good health practices (continued)	Demonstrate personal hygiene skills (hand washing, independent toileting, with assistance for clothing)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Identify basic anatomy ( eyes, nose, arms, legs)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Identify health foods versus junk foods	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identify some safety rules (fire safety, traffic/pedestrian safety, dangerous objects, etc.)	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Demonstrate basic disease prevention skills (cover mouth/nose, hand washing)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Recognize community helpers	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

V. Creative Expression

Creativity & creative expression

Continues to develop creative thinking: Visual arts	Cooperates with others in implementing a plan to solve interpersonal problems	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Asks questions, mainly those that begin with "why"	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Coordinates eye and hand movements to reach a motor challenge	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Select progressively more challenging tasks	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate an increasing ability to delay gratification	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Persist in difficult tasks or new situations	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Combine play objects in a variety of ways	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

	<b>NV Standard</b>	<b>AEPS-3 Area</b>	<b>AEPS-3 Strand</b>	<b>AEPS-3 Items</b>
Music and movement	Make a variety of sounds with their voices	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Sing a variety of songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in musical games	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Listen and move to music from a variety of cultures	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Experiment with a variety of instruments	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Demonstrate understanding of basic elements of music such as loud and soft, fast, slow	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use music and songs as a way to practice language and math concepts	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Move with music using a variety of props (hoops, scarves, ribbons, etc.)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoy silly songs	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Participates in more complex scenarios in dramatic play	Cooperate with a small group of friends in pretend play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Enjoy playing dress up	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use realistic props in pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Copy adult work	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Enjoy water play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Pretend about familiar experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Cooperate with friends	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Pre-Kindergarten

Mathematics

Content Standard 1.0: Numbers, Number Sense & Computation

1.PK.3a Recognize and read numerals 0-5.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
1.K.3 Recognize, read, and write numbers from 0-10.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
1.PK.3b Estimate the number of objects in a set of 5 and verify by counting.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
1.PK.3c Match the number of objects in a set to the correct numeral 0 to 5.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
1.K.3 Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.	Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching
1.PK.4a Count to 10.	Math	A. Counting	2. Counts out 10 items
1.PK.4b Count to 10 by demonstrating one to one correspondence using objects.	Math	A. Counting	2. Counts out 10 items
1.K.4 Count to 20 by demonstrating one-to-one correspondence using objects.	Math	A. Counting	3. Counts out 20 items
1.PK.5 Use concrete objects to combine and separate groups up to 5.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
1.K.5 Use concrete objects to model simple addition and subtraction.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Content Standard 2.0: Patterns, Functions & Algebra

2.PK.1 Sort objects by similar attributes (e.g., size, shape, and color).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
2.K.1 Identify attributes used to sort objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
4.K.9 Sort and classify objects by color and shape.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
2.PK.2 Recognize and replicate simple patterns (e.g., ABAB)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
2.PK.3 Compare sets of objects. Determine which set has more or less.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
2.K.3 Identify and create sets of objects with unequal amounts, describing them as greater than or less than.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
<b>Content Standard 3.0: Measurement</b>			
3.PK.1 Compare objects by size to determine smaller and larger	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
3.K.1 Compare, order, and describe objects by size	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
3.PK.4 Sort pennies and nickels.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3.K.4 Identify and sort pennies, nickels, and dimes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3.PK.6 Identify day and night.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3.K.5 Recite in order the days of the week	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
<b>Content Standard 4.0: Spatial Relationships, Geometry and Logic</b>			
4.PK.1a Identify circles, triangles, and squares.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4.PK.1b Begin to recognize two and three dimensional shapes in the environment.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4.K.1 Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4.K.4 Identify three-dimensional figures in the environment.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4.K.2 Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
1.K.3 Identify ordinal positions first to third	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4.K.9 Put events in a logical sequence	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 5.0: Data Analysis</b>			
5.PK.1 Identify and sort information (e.g., interpret quantity in pictures).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
5.K.1 Collect, organize, and record data using objects and pictures. Represent data in a variety of ways in response to questions posed by teachers.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry



NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science</b>			
<b>Content Standard: Nature of Science- Scientific Inquiry and Science, Technology, &amp; Society</b>			
N.PK1.a Observe their world.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
N.PK1.b Ask questions about their world.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
N.2.A Students understand that science is an active process of systematically examining the natural world	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
N.PK.2 Share ideas with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
N.2.A.1 Students know how to make observations and give descriptions using words, numbers, and drawings	Cognitive	E. Scientific Discovery	2.3 Makes observations
N.PK.3 Use tools safely to observe and explore different objects/environments.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
N.2.A.2 Students know tools can be used safely to gather data and extend the senses.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
N.PK.4 Use patterns to predict or sort items.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
N.2.A.3 Students know observable patterns can be used to predict future events or sort items.	Cognitive	E. Scientific Discovery	2.3 Makes observations
N.PK.5 Students work in small groups and share ideas with others regarding to science related activities	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
N.2.B.2 Students know that in science it is helpful to work in a team and share findings with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Content Standard: Earth &amp; Space Science- Atmospheric Processes and the Water Cycle; Solar System &amp; Universe; Earth's Composition &amp; Structure</b>			
E.PK.1 Observe and identify weather from day to day.	Cognitive	E. Scientific Discovery	2.3 Makes observations
E.2.A.3 Students know weather changes from day to day and seasonally	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
E.PK.2 Observe and identify water in different states.	Cognitive	E. Scientific Discovery	2.3 Makes observations

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
E.2.A.2 Students know water on Earth can be a liquid (rain) or a solid (snow and ice) and can go back and forth from one form to the other.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
E.PK.3 Students understand that the sun, moon, and stars can be seen in the sky.	Cognitive	E. Scientific Discovery	2.3 Makes observations
E.2.B Students understand that there are objects in the sky, which display patterns.	Cognitive	E. Scientific Discovery	2.3 Makes observations
E.PK.4 Identify and sort different natural objects (e.g., rocks, soils, etc.).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
E.2.C.1 Students know that Earth is composed of different kinds of materials (e.g., rocks, soils, and water).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>Content Standard: Physical Science- Matter and Forces &amp; Motion and Energy</b>			
P.PK.1 Sort objects according to observable properties (e.g., by shape and color).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
P.2.A Students understand that matter has observable properties.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
P.2.A.3 Students know matter can be categorized by observable properties, such as color, size, shape and weight.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
P.PK.2 Explore and demonstrate how objects move.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
P.2.B.1 Students know the position and motion of an object can be changed by pushing and pulling	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
P.PK.3 Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
P.PK.4 Investigate how objects react when placed in water.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
P.2.B.3 Students know magnets can be used to make some things move without being touched.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
P.2.B.4 Students know things fall to the ground unless something holds them up	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
P.PK.5 Identify hot and cold.	Cognitive	E. Scientific Discovery	2.3 Makes observations
P.2.C.2 Students know that objects can be described as hot or cold relative to another object.	Cognitive	E. Scientific Discovery	2.3 Makes observations

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard: Life Science- Heredity; Structure of Life; Organisms and their Environment; Diversity of Life</b>			
L.PK.1 Investigate animals and their offspring	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
L.2.A Students understand that offspring resemble their parents	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.2.A.1 Students know animals and plants have offspring that are similar to their parents.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.PK.2 Explore and identify a variety of animals and plants.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
L.2.A.2 Students know differences exist among individuals of the same kind of plant or animal.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
L.PK.3 Identify humans, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.2.B Students understand that living things have identifiable characteristics.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.PK.4 Use the five senses to explore and investigate the natural world.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
L.2.B.1 Students know humans and other animals use their senses to know their world.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
L.PK.5 Identify the basic need for air, water and food.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.2.C.1 Students know plants and animals need certain resources for energy and growth.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.PK.6 Identify animals and their homes.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.2.C.2 Students know a habitat includes food, water, shelter and space.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
L.PK.7 Identify and/or sort plants and animals by observable characteristics.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
L.2.D.1 Students know plants and animals can be sorted by observable characteristics and behaviors.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
L.PK.8 Observe living and non-living things on Earth.	Cognitive	E. Scientific Discovery	2.3 Makes observations
L.2.D Students understand that there are many kinds of living things on Earth.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

## Language &amp; Early Literacy (ELA) English Language Arts

## Content Standard 1.0: Word Analysis

1.PK.1 Identify words that rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
1.K.1 Demonstrate phonological awareness of spoken words through rhyming, concept of word, syllable awareness, and onset and “rime” awareness (Phonological Awareness).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
1.PK.2 Identify the beginning sound of own name.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
1.K.2 Demonstrate phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting, and substituting (Phonemic Awareness).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
1.PK.3 Identify letters in own name	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
1.K.3 Recognize and name upper and lower case letters of the alphabet; Identify letter-sound relationships; Decode words using letter/sound relationships; With assistance, decode words in text through short/long vowels. (Phonics).	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
1.PK.4 Recognize environmental print and symbols.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
1.K.4 Comprehend vocabulary using pictures, symbols, environmental print; With assistance, comprehend vocabulary using suffixes, synonyms, antonyms; Sequence the letters of the alphabet to understand alphabetic order; With assistance, use resources to find the meaning of unknown words encountered in text; Build vocabulary using picture and symbols. (Vocabulary Development).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
1.PK.5 Demonstrate awareness that print carries a message.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
1.K.5 Identify high frequency words to build fluency and comprehension. (Fluency & Comprehension).	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 2.0: Reading Strategies</b>			
2.PK.1 Identify the front cover of the book and know how to turn the pages when reading	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
2.K.1 Demonstrate concept of print, word, and voice-to-print; Identify author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
2.PK.2 Ask questions or make comments pertinent to the story being read.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
2.K.2 With assistance, use during reading strategies based on text and purpose to make predictions, identify key vocabulary, and make inferences.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
2.PK.3 Identify pictures to aid in comprehension	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
2.K.3 With assistance, use after reading strategies based on text and purpose to orally recall details; and orally restate main ideas.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
<b>Content Standard 3.0: Literary Text</b>			
3.PK.1 Retell a story with the aid of pictures, props, or a book	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
3.K.1 With assistance, listen for and identify setting and sequence of events.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
3.PK.5 Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3.K.5 With assistance, listen to and identify examples of words that create images; effects of rhythm and rhyme; and dialect.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3.PK.6 With assistance, listen and respond to words with tone (e.g., poems and finger plays).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3.PK.7 With assistance, listen and discuss stories from different cultures and eras.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
3.K.7 With assistance, listen to, read and discuss text from different cultures and time periods.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
3.PK.8 Predict what will happen next in a story.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
3.K.8 With assistance, listen to and make predictions based on evidence	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
3.PK.9 Listen to age-appropriate material that makes connections to self and the world around them.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
3.K.9 With assistance, make connections to self, other text, and/or the world.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
<b>Content Standard 4.0: Expository Text</b>			
4.PK.1 Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4.K.1 With assistance, listen to and identify the purpose of and gain information from illustrations, graphs, charts and titles.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4.PK.5a Recall information from an event, text, or picture related to self and the world around them.	Cognitive	B. Imitation and Memory	3. Relates past events
4.PK.5b Respond to or ask a question about an event, text, or picture.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
4.K.5 With assistance, make connections to self, other text, and/or the world; listen to and use information to answer specific questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Cognitive	B. Imitation and Memory	3. Relates past events
	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
4.PK.7 With teacher assistance, follow, a simple pictorial direction.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4.K.7 With assistance, listen to and follow pictorial and written directions to complete tasks.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 5.0: Effective Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)</b>			
5.PK.1 Experiment with writing tools and materials in response to information.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
5.K.1 With assistance, use prewriting strategies to plan written work; choose and narrow a topic to organize ideas; and explore a topic to plan written work.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
5.PK.2a Experiment with beginning techniques for using various writing materials.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
5.PK.2b Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
5.K.2 With assistance, draw or communicate ideas in written form.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
5.PK.4a Use letter-like approximation to write name and/or other words or ideas.	Literacy	E. Writing	3.2 Prints first name
	Literacy	E. Writing	3.1 Writes using developmental spelling
5.PK.4b Attempt, with a model, to spell own first name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
5.PK.4c Attempt, with a model, to write the first letter of first name using the capital letter.	Literacy	E. Writing	3.2 Prints first name
5.K.4 Edit to ensure correct spelling of first and last names. Edit capitalization for first and last names.	Literacy	E. Writing	3.2 Prints first name
<b>Content Standard 6.0: Types of Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)</b>			
6.PK.1 Experiment with writing tools and materials to communicate.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.K.1 With assistance, draw or write to communicate.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.PK.2 Experiment with writing tools and materials in response to a familiar experience.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
6.K.2 Draw or write about familiar experiences and/or events; Write sentences about experiences and/or events appropriate to audience and purpose	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Literacy	E. Writing	2.1 Makes representational drawings
6.PK.4 Experiment with writing tools and materials in response to literature.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.K.4 With assistance, draw and/or write responses to text.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.PK.5 Share drawings with others as a response to an expository text.	Literacy	E. Writing	1.1 Dictates description of drawing
6.K.5 With assistance, draw and/or write responses to expository text	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.PK.6 Share ideas and opinions for class writing.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
6.K.6 With assistance, draw or communicate an opinion.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
6.PK.7 Dictate words, phrases, or sentences to an adult recording on paper.	Literacy	E. Writing	1.1 Dictates description of drawing
6.K.7 With assistance, draw and/or write personal messages.	Literacy	E. Writing	3. Writes words using conventional spelling
	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6.PK.9a Organize ideas, through group discussion, with teacher assistance for the purpose of group research.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
6.PK.9b Identify and explore an area of interest.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
6.PK.9c Use, with teacher assistance, a variety of sources to obtain information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
6.K.9 With assistance, discuss, write, and/or draw to formulate a question; record information and answer a research question.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Content Standard 7.0: Listening</b>			
7.PK.1a Listen for a variety of purposes with increasing attention span.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
7.PK.1b Listen to and follow a two-step oral direction with the use of formal and informal language.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues



NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
7.K.1 Listen for a variety of purposes, including gaining information, being entertained and understanding directions. With assistance, listen for and identify main idea, purpose and messages.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
7.PK.2 Listen and respond appropriately to stories and group discussions.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
7.K.2 Listen to and respond to oral communication.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
7.PK.2 Listen and respond appropriately to stories and group discussions.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
7.K.2 Listen to and respond to oral communication.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
7.PK.3 Listen with increasing attention span to gain new vocabulary.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
7.K.3 Expand vocabulary through listening.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
7.PK.5 Engage in conversation and sometimes follow conversational rules.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
7.K.5 Actively listen to a speaker; listen to and participate in conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Content Standard 8.0: Speaking</b>			
8.PK.1 Speak with increasing clarity, ease and accuracy, and give clear directions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.K.1 With assistance, give directions to complete tasks; ask questions to clarify directions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
8.PK.2 Use and expand vocabulary to describe feelings, experiences, observations and ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.K.2 Use precise language to describe feelings, experiences, observations and ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.PK.3a Engage in dramatic play to convey experiences, feelings, ideas, or stories.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
8.PK.3b Speak in complete sentences using at least three words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
8.K.3 Speak clearly with prosody; Communicate personal experiences and retell stories; Communicate a statement that expresses an opinion.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.PK.4a Initiate conversation and respond to others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.PK.4b Share ideas and information from personal and share group experiences.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
8.PK.4c Ask and answer simple questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
8.K.4 Participate in group discussions following the turn-taking process; by asking and answering relevant questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
8.PK.5 Use language to repeat simple stories, songs and rhymes, or to relate experiences.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
8.K.5 Demonstrate phonological awareness of spoken words through rhyming; concept of word; syllable awareness; onset and rhyme awareness. Demonstrate phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting and substituting.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies/Social Emotional</b>			
<b>Content Standard H1: People, Cultures, and Civilizations</b>			
H1.PK.1 Children begin to complete simple tasks together.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
H1.K.1 Discuss the importance of working together to complete tasks.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
H1.PK.2 Be exposed to stories of family members, local residents, and prominent figures.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
H1.K.2 Listen to stories of family members, local residents, and prominent figures to highlight the human experience.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
H1.PK.3 Share information about their family practices, customs, and culture	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
H1.K.3 Listen to stories of people and families around the world.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
<b>Content Standard H2: Nation Building &amp; Development</b>			
H2.PK.1 Begin to recognize that problems can occur in groups.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
H2.K.1 Identify problems that occur when people live and work together.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Content Standard H3: Social Responsibility &amp; Change</b>			
H3.PK.1 Begin to understand that differences exist between home and school.	Cognitive	E. Scientific Discovery	2.3 Makes observations
H3.K.1 Recognize differences between home and school.	Cognitive	E. Scientific Discovery	2.3 Makes observations
H3.K.2 Describe the importance of working together to complete tasks.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
H3.K.3 Identify the occupations of people in their school.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
H3.K.4 Demonstrate respect for each other in the classroom and school.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
H3.K.5 Share those events that are important to the students and their families	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
<b>Content Standard G5: The World in Spatial Terms</b>			
G5.PK.1 Identify direction and location (e.g., up/down and above/below).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
G5.K.1 Recognize that a globe is a representation of Earth, and use of vocabulary related to direction and location (i.e., up/down, left/right, near/far and above/beyond).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
<b>Content Standard G6: Places &amp; Regions</b>			
G6.PK.1 Identify different areas of the classroom and home.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
G6.K.1 Identify areas that have different purposes in the home (i.e., kitchen, bedroom) or in the classroom (i.e., exit door, teacher desk).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
G6.PK.2 Begin to recognize characteristics that make them unique.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
G6.K.2 Describe self as a unique individual with characteristics similar to others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
G6.PK.3 Identify numbers and letters related to his/her address.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
G6.K.3 Recall from memory the street on which s/he lives.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>Content Standard G7: Human Systems</b>			
G7.PK.1 Begin to understand that people move to other places.	Cognitive	E. Scientific Discovery	2.3 Makes observations
G7.K.1 Explain that people move from one location to another.	Cognitive	E. Scientific Discovery	2.3 Makes observations

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard G8: Environment &amp; Society</b>			
G8.PK.1 Identify weather conditions (e.g. rain, sunshine, snow, fog).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
G8.K.1 Recognize weather changes with the seasons and how people adapt to those changes.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Ec9.PK.1 Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
E9.K.1 Show that resources are scarce, such as a limited number of crayons.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Ec9.PK.2 Demonstrate the role of different jobs in the community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
E9.K.2 Identify jobs in the community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Content Standard Ec10: The US Economy as a Whole</b>			
Ec10.PK.1 Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
E10.K.1 Identify United States currency.	Cognitive	E. Scientific Discovery	2.3 Makes observations
<b>Content Standard Ec11: The Dynamic Economy</b>			
Ec10.PK.1 Decide between two choices involving classroom resources.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
E11.K.1 Make decisions involving classroom resources.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard C13: Citizenship and the Law (Rules &amp; Laws, Rights, Responsibilities, Symbols)</b>			
C13.PK.1 Follow classroom and school rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
C13.K.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
C13.PK.2 Participate in group decision making.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
C13.K.2 Identify an individual's rights within the classroom.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Content Standard C16: Global Relations</b>			
C16.PK.1 Identify their teacher and peers by name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
C16.K.1 Name their school.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Social Emotional

**Content Standard 1.0: Self-Confidence**

1.PK.1a Make independent choices from diverse interest centers or activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
1.PK.1b Select materials to use for individual expression.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
1.PK.2a Express ideas for activities; initiate and participate in discussions with teachers or peers.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

**Content Standard 2.0: Self-Direction**

2.PK.1a Separate easily from parents(s)/caregivers(s)/significant adult(s).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2.PK.1b Move through routines and activities with minimal adult/teacher direction.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	Adaptive	All	All
2.PK.3a Use toys and materials with care.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
2.PK.3b Clean up or put away toys and materials when finished.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 3.0: Identification and Expression of Feelings</b>			
3.PK.1 Identify a range of feelings (e.g., sadness, anger, fear, and happiness).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
3.PK.2a Express feelings, needs or wants in appropriate ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>Content Standard 4.0: Interactions with other children and adults</b>			
4.PK.1a Demonstrate appropriate affection for teachers and friends.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
4.PK.1b Express common courtesy to others (e.g., saying "thank you", "please" and "excuse me", or passing a plate of cookies).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
4.PK.1c Respect rights and belongings of others (e.g., "It is my turn to use the bike, but you can have the bike when I am finished").	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4.PK.1e Be able to say and respond to first and last name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
4.PK.1f Be able to say parent's or caregiver's name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
<b>Content Standard 5.0: Pro-Social Behaviors</b>			
5.PK.1a Play independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
5.PK.1b Play in pairs and small groups.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
5.PK.1c Engage in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play



NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
5.PK.1d Initiate play, or enter into play with a group of children already playing.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
5.PK.2a Participate in cooperative groups to complete a task.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
5.PK.2b Take turns with teacher support.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
5.PK.2c Share some of the time.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
<b>Content Standard 6.0: Attending and Focusing Skills</b>			
6.PK.1a Attend to a task for at least 10 minutes.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
6.PK.1b Move on to next activity without exhibiting signs of stress.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Expression</b>			
<b>Content Standard 1.0: Creative Thinking- Approaches to Learning through Creativity</b>			
1.PK.1 Use a variety of approaches to solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
1.PK.3 Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.	Cognitive	D. Reasoning	1. Uses object to obtain another object
<b>Content Standard 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence</b>			
2.PK.1 Select progressively more challenging tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2.PK.2a Demonstrate ability to delay gratification to complete a larger task.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
2.PK.3 Demonstrate persistence by trying again when faced with challenges.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Content Standard 3.0: Creative Thinking- Making Connections</b>			
3.PK.1 Combine objects in a variety of ways.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3.PK.2 Categorize experiences, people and ideas in a variety of ways.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
3.PK.3 Create stories and scenarios by combining experiences and ideas.	Cognitive	B. Imitation and Memory	3. Relates past events
<b>Content Standard 1.0: Music and Movement - Singing</b>			
1.PK.1 Make a variety of sounds with their voices.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
1.PK.2 Create and sing chants.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
1.PK.3a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
1.PK.3b Select and recognize a variety of songs from diverse cultures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
K.1.3.1 Sing a simple melody with accurate pitch.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
K.1.3.3 Sing simple ostinati and two-part rounds such as "Row, Row, Row Your Boat".	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
K.1.3.4 Sing patriotic songs, folk songs, and multicultural selections.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
<b>Content Standard 2.0: Music and Movement - Playing Instruments</b>			
2.PK.1 Play and identify a variety of musical instruments.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
2.PK.2 Participate in a rhythm instrument band.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
2.PK.4 Accompany simple music with rhythm instruments or clapping.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
K.2.3.1 Play classroom instruments using proper technique	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3.PK.1 Improvise simple songs and rhythmic patterns using voice, body or instrument.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3.PK.3 Take familiar songs and change the words, feelings, sound of voice or dynamics.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
K.3.3.1 Improvise short melodic and rhythmic patterns.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
K.4.3.1 Create music to interpret stories, rhymes, and poetry.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
K.4.3.2 Create short songs and instrumental pieces.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
K.4.3.3 Organize pieces using a variety of sound sources.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
<b>Content Standard 6.0: Music and Movement - Listening</b>			
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
K6.3.1 Identify simple elements of music.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Content Standard 7.0: Music and Movement - Evaluation</b>			
7.PK.2 Demonstrate a preference in music.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
K.7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<b>Content Standard 8.0: Music and Movement - Application to Life</b>			
8.PK.2 Demonstrate math and language skills while participating in music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
<b>Content Standard 9.0: Music and Movement - Cultural and Historical Connections</b>			
9.PK.1 Experience music from different cultures.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
K9.3.1 Identify several styles of music from various cultures.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
K9.3.2 Identify various uses for music and daily experience.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Content Standard 10.0: Music and Movement - Cross-curricular</b>			
10.PK.1a Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
10.PK.1c Respond to changes in tempo.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
K.10.3.1 Demonstrating an understanding of K-3 Standards adopted for Physical Education 3.0.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 1.0: Dramatic Play</b>			
1.PK.1 Act out a role observed in his/her life experiences; for instance, mother, baby, doctor	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
1.PK.2a Make up new roles from experiences and familiar stories.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
1.PK.2b Direct peers and/or follow directions from peers in creating dramatic play scenarios.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
1.PK.3 Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
1.PK.6 Use available materials as either realistic or symbolic props as part of dramatic play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
1.PK.7 Use dress-up clothes or costumes and other props in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
K1.3.6 Create simple sets and sound effects for a dramatized idea or story (e.g. tables become caves).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
K1.3.7 Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Content Standard 2.0: Dramatic Play</b>			
2.PK.1 Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
2.PK.2 Imitate roles observed in child's life experiences.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
K2.3.1 Identify traits of a person, animal, or object (e.g. What does a dog do when it's happy? Wag its tail).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
K2.3.2 Imitate the traits of a given person, animal, or object.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
K2.3.3 Use voice and body to show different emotions while portraying a character in a dramatized idea or story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Content Standard 3.0: Dramatic Play</b>			
3.PK.3 Differentiate between pretend and real.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
K3.3.3 Identify the differences between fantasy and reality.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
<b>Content Standard 4.0: Dramatic Play</b>			
4.PK.1 Begin to understand and identify similarities and differences between dramatic characters and real people.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
K4.3.2 Identify similarities and differences between dramatic characters and real people.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Content Standard 5.0: Dramatic Play</b>			
5.PK.1 Use music, movement, and visual arts in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Content Standard 1.0: Visual Arts: Knowledge</b>			
1.PK.3 Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
VA.K1.3.3 Use different media, techniques, and processes to produce works of art.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Content Standard 2.0: Visual Arts - Content</b>			
2.PK.4 Identify color, shape, and texture through art experiences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
VA.K2.3.1 Identify selected elements of design and principles of design in nature and in works of art.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
VA.K2.3.2 Use elements and principles of design to create works of art.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Content Standard 3.0: Visual Arts - Content</b>			
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	Literacy	E. Writing	2.1 Makes representational drawings
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	Literacy	E. Writing	2.1 Makes representational drawings
VA.K3.3.2 Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Content Standard 4.0: Visual Arts - Context</b>			
4.PK.3 Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
VA.K4.3.3 Create a work of art that is influenced by a particular historical period or culture	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Content Standard 5.0: Visual Arts - Interpretation</b>			
5.PK.1 Recognize their own and others' artwork.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
5.PK.2 Demonstrate respect for the artwork of others.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
5.PK.3 Describe or respond to their own creative work or the creative work of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
VA.K5.3.3 Discuss possible meanings of art.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
<b>Content Standard 6.0: Visual Arts - Cross-Curricular</b>			
6.PK.1 Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
6.PK.2 Use visual arts in dramatic play, music, and movement activities.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Physical Development &amp; Health Education</b>			
<b>Content Standard 1.0: Development of Motor Skills</b>			
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Content Standard 2.0: Movement Forms</b>			
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.	Gross Motor	C. Active Play	All
2.PK.2 Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	Gross Motor	C. Active Play	All
2.PK.3 Balance on one foot for at least five seconds.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
<b>Content Standard 3.0: Dance</b>			
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
<b>Content Standard 4.0: Health Enhancing Lifestyle</b>			
4.PK.1 Engage in daily moderate to vigorous physical activity.	Gross Motor	C. Active Play	All
4.K2.1 Engage in daily moderate to vigorous structured physical activity.	Gross Motor	C. Active Play	All



NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 5.0: Personal Responsibility</b>			
5.PK.1 Participate appropriately during physical activities.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
5.PK.2 Demonstrate turn taking and cooperation during physical activities.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
<b>Content Standard 6.0: Fine Motor Skills</b>			
6.PK.1 Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

NV Domain/Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Content Standard 1.0: Core Concepts-Health Promotion/Disease Prevention</b>			
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
1.PK.3 Identify healthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
1.PK.7 Recognize community health and safety helpers (e.g., police, firefighters, doctors).	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
1.PK.8 Identify the basic need for air, water, and food.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>Content Standard 3.0: Self-management</b>			
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
3.PK.3 Identify potential hazards at home, school, and community, etc.).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
<b>Content Standard 5.0: Interpersonal Communication</b>			
5.PK.1 Seek adult assistance when injured and/or ill.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety