



ALIGNMENT

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

WITH

**Massachusetts' Early Learning Guidelines for Infants and Toddlers
& Guidelines for Preschool and Kindergarten Learning Experiences**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Massachusetts Early Learning Guidelines and Guidelines for Preschool and Kindergarten Learning Experiences

This document aligns the content from the *Massachusetts Early Learning Guidelines for Infants and Toddlers* [2011] and *Guidelines for Preschool and Kindergarten Learning Experiences* [2019] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Massachusetts Department of Early Care and Education. (2011). *Massachusetts Early Learning Guidelines for Infants and Toddlers*. Retrieved from: <https://www.mass.gov/service-details/massachusetts-early-learning-guidelines-for-infants-and-toddlers>

Massachusetts Department of Early Care and Education and Massachusetts Department of Elementary and Secondary Education. (2019). *Guidelines for Preschool and Kindergarten Learning Experiences*. Retrieved from: <https://www.mass.gov/doc/guidelines-for-preschool-learning-experiences-updated-november-2019/download>

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Guidelines for Infants and Toddlers, Birth - 15 months

Social-Emotional Development Guidelines

The infant relates to, trusts and becomes attached to consistent educators

SED1. The young infant shows preference for specific educators.

| | | | | |
|----------------------------|---|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May smile, giggle, laugh when approached by familiar educators. | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | May look for familiar educators. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May prefer to be held by familiar educator. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED2. The young infant develops a bond with both family and non-family members.

| | | | | |
|----------------------------|--|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May gaze at adults face and make eye contact. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May smile and verbalize when spoken to by familiar adults. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |

SED3. The young infant responds to familiar adults.

| | | | | |
|----------------------------|---|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May relax their bodies while being held. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May respond similarly to educator's facial expressions. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |

SED5. The older infant checks in with familiar educator for reassurance.

| | | | | |
|-----------------------------|---|------------------|---|---|
| Older Infants (6–15 months) | May move away to other activities, but periodically turn to check on location of familiar educator. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May move toward familiar educator for a hug or comforting. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

SED6. The older infant becomes aware of the absence of familiar educators.

| | | | | |
|-----------------------------|---|-----------|------------------------|-------------------------------------|
| Older Infants (6–15 months) | May notice when parents or primary educators leave. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May cry when parent or primary educator leaves. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED7. The older infant becomes aware of strangers.

| | | | | |
|-----------------------------|--|------------------|---|---|
| Older Infants (6–15 months) | May move toward primary educator when stranger enters. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May cry or stare if approached by a stranger. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED8. The older infant seeks comfort or assistance from a familiar educator.

| | | | | |
|-----------------------------|---|------------------|-----------------------------|---|
| Older Infants (6–15 months) | May raise arms to be held when approached by familiar educator. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May bring or hand items to adults for assistance in using. (i.e. to open and close items) | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May seek out familiar educator for play and interactions. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

The infant notices and interacts with children of a similar age.

SED9. The younger infant recognizes the differences between inanimate objects and facial expressions.

| | | | | |
|----------------------------|---|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May look with deep interest at faces. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Responds with a smile to others smiles. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |

SED10. The younger infant notices other children.

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May gaze at other children in the vicinity. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May look intently at another child. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May watch children and track or follow their activities. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

SED11. The younger infant begins to engage with peers.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|-------------------------------------|
| Young Infants (0–8 months) | May look at others with excitement. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May move body towards noise of other children. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May make sounds when other children are in view. | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |

SED12. The younger infant responds to other children.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|--|
| Young Infants (0–8 months) | May reach out to touch peer's face, hair, or other body part. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May smile at another infant or at self in mirror. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May laugh or babble to another infant. | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |

SED13. The older infant responds to other children in increasingly complex ways.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May watch other children with increasing excitement. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May imitate actions of other children. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May show enjoyment of other children through gestures, expressions and vocalizations | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

SED14. The older infant begins to demonstrate interactions with peers.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May move toward noise of other children. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May laugh and smile at other infants and children. | Social-Communication | A. Early Social Communication | 3.1 Vocalizes to another person expressing positive affective state |
| | May clap when someone else claps hands. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |

SED15. The older infant begins to seek out peers.

| | | | | |
|-----------------------------|---|-----------|------------------------|--|
| Older Infants (6–15 months) | May move toward other children to show or take object. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | May open eyes wide when seeing new items, people, places, and things. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

MA Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

SED16. The older infant begins to participate in simple parallel play near other children.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|--|
| Older Infants (6–15 months) | May begin to select favorite toys. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May play next to another child, focusing on toys, but not interact with other children. | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |

The infant acts as a social being by engaging with others and the world around them.

SED17. The young infant seeks interactions from both adults and peers.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May vocalize (coo, squeal, babble, or cry) to be held or talked to. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May look at or watch other children or educators and smile. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May coo, babble, or call towards other children or adults. | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |

SED18. The young infant begins to imitate both adults and peers.

| | | | | |
|----------------------------|--|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May imitate facial expressions of adult. (i.e. smile when smiled at) | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | May cry or laugh when other children cry or laugh. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED19. The young infant explores the environment around them.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May reach for, swat and manipulate materials around them. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May point to objects he/she may want. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

SED20. The older infant seeks interactions from both educators and peers in more complex ways.

| | | | | |
|-----------------------------|--|------------------|-----------------------------|--|
| Older Infants (6–15 months) | May give and/or take materials from another child or the educator. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | May move to sit or stand beside another child. | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |
| | May lead adult by hand to show something. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

SED21. The older infant begins to imitate both educators and peers frequently and in a variety of ways.

| | | | | |
|-----------------------------|---|-----------|-------------------------|---|
| Older Infants (6–15 months) | May imitate the actions of other children or educator (i.e. cover eyes when the educator plays "Peek-a-Boo.") | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May bang items together after seeing another child doing it. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |

SED22. The older infant more actively explores the environment.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May move around to explore surroundings. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May move, poke and manipulate materials around them including furniture and toys. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | May point to objects he/she wants. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

The infant experiences and expresses a range of emotions.**SED23. The younger infant mirrors back others' expressions.**

| | | | | |
|----------------------------|---------------------------------------|------------------|-----------------------------|---|
| Young Infants (0–8 months) | May smile or laugh when others do so. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
|----------------------------|---------------------------------------|------------------|-----------------------------|---|

SED24. The younger infant expresses a range of emotions.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May smile or kick feet when spoken to. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May break eye contact when tired of game or overwhelmed. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May stiffen body when displeased. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED25. The younger infant begins to develop strategies to manage his/her expression of feeling with support from educators.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May become comforted by special person or educator. | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May look to educator for recognition and support. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

SED26. The younger infant begins to demonstrate an understanding of own likes and dislikes.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May make a face or turn away from food or bottle. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May smile and reach out for desired object. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May kick and flail arms when displeased. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED27. The older infant expresses a range of emotions expanding to include more complex emotions.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May show a range of emotions including fear, surprise, happiness, and contentment. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May cry when distressed; laugh when happy. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

SED28. The older infant begins to develop more complex strategies to manage expressions of feeling with support from educators.

| | | | | |
|-----------------------------|---|------------------|---|---|
| Older Infants (6–15 months) | May move away from unpleasant situation. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | May look to educator for support or recognition of feelings or actions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May soothe or calm self. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |

SED29. The older infant is becoming aware of others' feelings.

| | | | | |
|-----------------------------|--|-----------|------------------------|--|
| Older Infants (6–15 months) | May look at child who is laughing with another educator. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May stare at child who is crying when parent leaves. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

SED30. The older infant continues to demonstrate likes and dislikes.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|--|
| Older Infants (6–15 months) | May show preference for food, objects and people. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May shake head “no” when presented something they do not like. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |

The infant begins to regulate own feelings and behavior.**SED31. The younger infant begins to regulate emotions, with educator assistance.**

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May suck thumb or a pacifier to comfort self. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May fall asleep when rocked or back is rubbed. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED32. The younger infant begins to follow own schedule for sleeping, eating, and other basic needs, with educator's help.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May yawn or begin to fuss at about the same time each day to indicate need for sleep. | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | May need a diaper change at about the same time each day. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED33. The older infant increases strategies for regulating behavior.

| | | | | |
|-----------------------------|--|------------------|---|---|
| Older Infants (6–15 months) | May comfort self when distressed. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | May seek special object, toy, or blanket. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | May begin to have more regular sleeping and waking cycles. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |

The infant develops positive sense of self.

SED 34. The younger infant becomes aware of self.

| | | | | |
|----------------------------|---|----------------------|--------------------------------|--|
| Young Infants (0–8 months) | May become aware of hands and feet. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May explore body by sucking on fist, reaching for toes. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May respond to name. | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | May smile at people and own reflection in mirror. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

SED 35. The younger infant develops a sense of confidence through abilities and achievements.

| | | | | |
|----------------------------|---|------------------|-------------------------------------|---|
| Young Infants (0–8 months) | May smile when he/she moves or grabs at objects. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May grab and shake rattle or squeak toy and look at educator for acknowledgement. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May move body by rolling, tummy crawling, rocking, and sitting. | Gross Motor | A. Body Control and Weight Transfer | 3 (All) |
| | | Gross Motor | A. Body Control and Weight Transfer | 4 (All) |
| | | Gross Motor | B. Movement and Coordination | 1.1 Rocks while in creeping position |
| | | Gross Motor | B. Movement and Coordination | 1.3 Crawls forward on stomach |

SED36. The older infant develops a growing sense of capabilities.

| | | | | |
|-----------------------------|--|-------------|------------------------------|------------------------------------|
| Older Infants (6–15 months) | May begin to feed self. | Adaptive | A. Eating and Drinking | 3.2 Eats with fingers |
| | May explore moving around room in a variety of ways. | Gross Motor | B. Movement and Coordination | 1 (All) |
| | | Gross Motor | B. Movement and Coordination | 3 (All) |
| | May repeat activities through trial and error then succeed and look at educator for acknowledgement. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |

SED37. The older infant develops a growing sense of self confidence.

| | | | | |
|-----------------------------|--|----------------------|--|---|
| Older Infants (6–15 months) | May find materials of interest to explore independently. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | May accomplish a new task and clap for self. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May move away from educator to find items of interest. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

Language and Communication Guidelines

The infant demonstrates the meaning of language by listening.

LC1: The young infant responds to frequently heard sounds and words.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May turn head or look towards sounds in the environment. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May vocalize or turn head to sounds and words from familiar caregivers, especially parents and primary caregivers. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May show preference for familiar human voices to other sounds (animal sounds). | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May vocalize or gesture in response to another person's voice or gesture or to gain attention. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | May pay attention to the language used in his/her home language. | Social-Communication | A. Early Social Communication | 1. Turns and looks toward person speaking |

LC2: The older infant shows increased understanding of gestures and words.

| | | | | |
|-----------------------------|--|----------------------|--------------------------------|---|
| Older Infants (6–15 months) | May pay attention to what the speaker is looking at or pointing to. | Social-Communication | B. Communicative Understanding | 1.1 Follows pointing gestures with eyes |
| | May recognize the names of familiar objects and people. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May show preference in a particular set of songs, rhymes and books. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May use sign language for communicating, including "more," "hungry," "thirsty," or "sleepy." | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC3: The older infant shows enjoyment of the sounds and rhythms of language.

| | | | | |
|-----------------------------|---|----------------------|--------------------------------|--|
| Older Infants (6–15 months) | May demonstrate an understanding of simple requests and of statements such as "Wave bye-bye." | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May have a receptive vocabulary of more than 50 words in his/her home language. | Social-Communication | B. Communicative Understanding | 2 (All) |
| | | Social-Communication | B. Communicative Understanding | 3.2 Follows one-step direction without contextual cues |
| | | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May demonstrate more focus on the sounds and words of their home language. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |

The infant develops expressive language.

LC4: The young infant uses motions and gestures to begin to communicate nonverbally.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May vocalize or gesture in response to another person’s voice or gesture. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May make facial expressions, gestures and change tone. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

LC5: The young infant uses simple sounds to express thoughts, wants and needs.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May coo, making the vowel sounds of the language and then progresses to babbling. | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |
| | May babble using two-lip sounds such as “p,” “b” and “m” followed by vowel sounds (e.g., “babababa dada...”) or/and lip sounds from their home language. | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |
| | May make sounds or gestures letting others know that s/he is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content). | 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 |
| | May use consistent sound combinations to indicate specific object or person (e.g., “dada” for daddy) | Social-Communication | C. Communicative Expression | 1.4 Uses consistent consonant–vowel combinations |

LC6: The older infant uses consistent sounds, gestures, signs, and some words to communicate.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May use meaningful sounds that are associated with words and enjoy playing with strings of sounds that may include some words. | Social-Communication | C. Communicative Expression | 1.4 Uses consistent consonant–vowel combinations |
| | May combine words and gestures (e.g., waves when saying “Bye-bye”). | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC7: The older infant uses the same “words” consistently to express wants, needs, and thoughts.

| | | | | |
|-----------------------------|---|----------------------|-----------------------------|---|
| Older Infants (6–15 months) | May use eight to ten understandable words (e.g., “Daddy,” “bottle,” “up”) and/or infant signs (e.g., “more,” “nursing/bottle,” “all done”). | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
|-----------------------------|---|----------------------|-----------------------------|---|

The infant engages in social communication.

LC8: The young infant understands and uses social communication.

| | | | | |
|----------------------------|---|----------------------|--------------------------------|---|
| Young Infants (0–8 months) | May make sounds to gain attention of a familiar person. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May respond when name is called or signed. | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | May use non-verbal gestures for social conventions of greeting (e.g., waves “Bye”). | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May use language to solve problems (e.g., react to facial expressions of adults). | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

LC9: The older infant begins to comprehend and use social communication.

| | | | | |
|-----------------------------|---|----------------------|--------------------------------|--|
| Older Infants (6–15 months) | May use different cries to signal various needs. | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | May participate in turn taking during one-on-one communication by making sounds or using words. | Social-Communication | A. Early Social Communication | 3. Engages in vocal exchanges |
| | May play simple imitation games. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | May say single words to express thoughts and ideas (e.g., when infant sees the sun, s/he says “sun”). | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | May shake head for “no.” | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| | May imitate words and/or beginning signs (e.g., simple greetings, sign for more) and gestures. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | May vocalize to get attention. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May use a variety of inflections and sounds to express intent (e.g., coos to express happiness). | 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 |
| | May enjoy listening to oral stories in home language | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |

The infant demonstrates phonological awareness.**LC10: The young infant shows beginning sound awareness by reacting differently to different sounds.**

| | | | | |
|----------------------------|--|----------------------|-------------------------------|-------------------------------------|
| Young Infants (0–8 months) | May become startled with loud sudden noise, turns head toward a rattling noise. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May recognize mother’s and father’s voice before s/he sees them (e.g., turns head toward voice). | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May calm down when s/he hears a repeated lullaby. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May make initial vowel sounds. | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |

LC11: The young infant shows enjoyment of the sounds and rhythms of language.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|-------------------------------------|
| Young Infants (0–8 months) | May imitate vocalizations and sounds, such as “ba”, and “ma.” | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | May mimic the tone of conversational speech rising and falling in rhythm with their vocal expressions. | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |

LC12: The young infant vocalizes familiar words when read to.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|--|
| Young Infants (0–8 months) | May string sounds or words together in a sing-song voice. | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |
| | May demonstrate enjoyment through facial/body movements to the sounds of words in books. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

LC13: The older infant recites last word of familiar rhymes, with assistance.

| | | | | |
|-----------------------------|---|-----------|--------------------------------|---|
| Older Infants (6–15 months) | May show interest and excitement when listening to songs and phrases (e.g., “Brown Bear, Brown Bear, what do you...SEE!”) | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May make the sounds of animals and things (e.g., “Baa-baa,” “Choo-choo”). | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |

The infant develops grammar and syntax or watching if hearing impaired.**LC14: The older infant demonstrates progression in grammar and syntax.**

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May use single word speech - one word to communicate message (e.g., infant says “up” when wanting to be carried by an adult) or beginning sign language and symbols (e.g., “more,” “nurse/bottle,” “all done”). | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May use some pronouns e.g., “Mine.” | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | May say short telegraphic sentences (e.g., “me go” or “there, Mama”). | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |

The infant engages in pre-reading activities.**LC15: The young infant listens to stories for short periods of time.**

| | | | | |
|----------------------------|---|----------------------|--------------------------------|--|
| Young Infants (0–8 months) | May point and make sounds when looking at picture books. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May point to familiar pictures, characters, and objects in books. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May wave, suck, chew and manipulate the pages of a cardboard or cloth book. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May focus attention on simple picture books. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

LC16: The older infant begins to explore physical features of a book

| | | | | |
|-----------------------------|--|----------------------|--------------------------------|--|
| Older Infants (6–15 months) | May recognize specific books by their covers. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May explore a variety of books, including paper, cardboard, vinyl and cloth. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May turn the pages of a book being read. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May play with the moving parts of a book (e.g., tabs to push, open or pull). | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |

LC17: The older infant builds and uses vocabulary through direct experiences and involvement with pictures and books.

| | | | | |
|-----------------------------|---|----------|--------------------------------|---|
| Older Infants (6–15 months) | May enjoy books about daily routines (e.g., eating, dressing up, and toileting). | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May recognize and responds to some family and traditional stories and their meanings. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |

The infant demonstrates interest and engagement in print literacy materials.**LC18: The young infant attends to and/or makes contact with age-appropriate books, when presented.**

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May use their senses to explore a book, such as chewing on it. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May focus and attend to pictures in a book. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May explore physical features of books. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May pays attention to pictures in books. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

LC19: The older infant demonstrates interest in environmental print.

| | | | | |
|-----------------------------|---|----------------------|--------------------------------|---|
| Older Infants (6–15 months) | May select a favorite book from the book area and place it on his/her lap. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May show increasing ability to handle books without assistance. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May look at posters and other pictures on the walls and shelves of the program. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

The infant develops in multiple language acquisitions when considered a dual language learner.**LC22: The young infant demonstrates competency in home language.**

| | | | | |
|----------------------------|--|----------------------|--------------------------------|---|
| Young Infants (0–8 months) | May respond to familiar words in home language (e.g., “clap” – the infant claps) and attends to sounds in English (e.g., “clap” – looks toward speaker). | Social-Communication | B. Communicative Understanding | 2.2 Responds to single-word directive |
| | May use eight to ten understandable words in home language and may not possess any words in English. | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | May communicate needs through single-word speech in home language and through facial expression, gestures or actions (e.g., points to object desired) if attempting to communicate in English. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

LC23: The older infant demonstrates competency in home language while acquiring beginning proficiency in English.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May use their home language with educators and peers to express wants and needs as well as to initiate interaction. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May stop talking altogether to observe and listen what others are saying in the program’s primary language. This is called the “Silent Period.” | Social-Communication | A. Early Social Communication | 1. Turns and looks toward person speaking |

Cognitive Development Guidelines

The infant refines reflexes into purposeful actions.

CD1. The young infant displays reflexive actions (sucking, eye movements, and hand and body movements).

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May put hands or objects in mouth and suck on them. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May turn head toward bottle or nipple. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May grasp finger of educator when placed in palm. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

CD2. The young infant responds to sensory stimuli, such as touch, sounds, light, and voices.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May move eyes in response to items presented. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May move arms and legs spontaneously and in response to stimuli. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May follow moving objects with eyes until object disappears. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD3. The young infant begins to coordinate behaviors, e.g., a sound heard stimulates a response.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May look where object has disappeared from view; lose interest and turn away. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May turn toward a sound. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May smile when the educator smiles at her. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

CD4. The young infant moves from passive responses to actively searching for desired people and items.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May locate where a sound is coming from if it is constant and coming from the same location, such as an educator talking. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May turn toward a sound while moving eyes back and forth to find the source. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

The infant develops memory skills.

CD5. The young infant recognizes familiar people, places and things.

| | | | | |
|----------------------------|---|----------------------|-------------------------------|-------------------------------------|
| Young Infants (0–8 months) | May respond to familiar voices over others. | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May kick feet or respond in anticipation of a recalled pleasurable event. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May smile when seeing familiar people and favorite toys. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

CD6. The young infant recalls and uses information in new situations.

| | | | | |
|----------------------------|--|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May repeat a pleasing sound or action. | Social-Emotional | A. Interactions with Adults | 2.3 Responds to familiar game or action |
| | May recognize a familiar voice. | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May prefer a familiar person. | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |

CD7. The young infant searches for missing or hidden favorite objects.

| | | | | |
|----------------------------|--|-----------|-------------------------|-------------------------------------|
| Young Infants (0–8 months) | May track an object that moves out of sight. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May look for dropped items. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May search for a partially hidden toy. | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |

CD8. The older infant demonstrates a response to favorite songs, stories, or people

| | | | | |
|-----------------------------|---|------------------|-----------------------------|--|
| Older Infants (6–15 months) | May bounce, smile or stretch out arms when a familiar song or story is heard. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | May smile and respond with giggles when a favorite person comes into view. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May look for a favorite person when they leave the older infant's view. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD9. The older infant looks for the educator when he or she steps out of sight.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|-------------------------------------|
| Older Infants (6–15 months) | May show a reaction when an unfamiliar person approaches. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May ask for favorite toys or people who are not in sight. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May look for dropped objects. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD10. The older infant imitates hand motions of the educator.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May clap hands when the educator claps hands. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May mimic hand motions of the educator. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May use signs or signals to indicate a need or desire. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |

The infant performs simple actions to make things happen and displays a beginning understanding of cause and effect.

CD11. The young infant explores objects or observes people and begins to notice how they react.

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May smile back at educator. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May explore toys by mouthing, shaking and banging. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May kick a toy repeatedly kicking noticing the movement of the toy. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |

CD12. The young infant repeats a pleasing sound or motion.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May shake a toy and hearing the sound it makes, shake it again. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May move body in a rocking motion to get the educator to continue rocking. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May turn toward person who is talking. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD13. The young infant discovers that repeated actions yield similar results.

| | | | | |
|----------------------------|---|------------------|-----------------------------|--|
| Young Infants (0–8 months) | May watch closely the actions of educator or others. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May repeat sounds or actions and wait for response from educator. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |

CD14. The older infant closely observes actions and discovers that repeated actions yield similar results.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May shake a toy to hear the sound it makes, and then repeat the action. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May watch an educator push a button or wind a toy to make it work, then motion or tell the educator to repeat the action. | Social-Communication | A. Early Social Communication | 4.3 Expresses desire to continue activity |
| | May push buttons on a toy to make an action and then repeat. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |

CD15. The older infant performs an action to get a resulting event to occur.

| | | | | |
|-----------------------------|---|------------------|-----------------------------|--|
| Older Infants (6–15 months) | May make sounds to get an educators' attention. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May imitate others actions to see what happens. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |

CD16. The older infant increasingly experiments with cause and effect.

| | | | | |
|-----------------------------|--|-----------|------------------------|--|
| Older Infants (6–15 months) | May push a ball and watch where it goes. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May show surprise when an event occurs that doesn't follow expected sequences (i.e., when rolling a ball back and forth with an educator, then someone takes the ball away.) | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May play for an extended period with the same toy, watching what happens; for example, turn the wheels of a car repeatedly. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |

The infant develops problem solving skills.**CD17. The young infant demonstrates the awareness of a problem.**

| | | | | |
|----------------------------|--|----------------------|-------------------------------|---|
| Young Infants (0–8 months) | May cry to get needs met. | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | May cry in frustration when he or she cannot accomplish a goal. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| | May vocalize, gesture, or makes eye contact to get the educator's attention. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

CD18. The young infant uses: self; objects; and others to attain a goal.

| | | | | |
|----------------------------|---|-------------|-------------------------------------|---|
| Young Infants (0–8 months) | May use hands to steady self when sitting up. | Gross Motor | A. Body Control and Weight Transfer | 4.5 Sits balanced using hands for support |
| | May hit, shake, or kick toys to make and/or reproduce sounds. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May push educator's hand away when the educator tries to wash his face. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May pull on a blanket or string to move a toy closer. | Cognitive | D. Reasoning | 1.1 Uses part of object or support to obtain another object |
| | May lift up a blanket to search for a toy that is hidden underneath. | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |

CD19. The older infant watches others and imitates the way they solved a problem.

| | | | | |
|-----------------------------|--|------------------|-----------------------------|--|
| Older Infants (6–15 months) | May watch closely as an educator opens a container or makes a toy work. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May try to repeat the actions of the educator to make a toy work. | Cognitive | B. Imitation and Memory | 1.1 Imitates novel simple motor action not already in repertoire |
| | May point to a picture in a book and look to the educator to name the picture. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

CD20. The older infant experiments with trial and error approaches to problem solving.

| | | | | |
|-----------------------------|---|-----------|--------------|--|
| Older Infants (6–15 months) | May try various pieces in a shape sorter or simple puzzle until one fits. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May continuously bang and manipulate an item to open it. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May try many ways to get an item out of a container (i.e. shakes the container, pokes fingers into the container, bangs the container). | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

The infant explores materials and discover mathematical concepts.

CD21. The young infant focuses on or plays with one thing at a time.

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May hold one toy, and then drop it to pick up another. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May play with one toy for a period of time. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD22. The young infant attends to colors, shapes, patterns or pictures.

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May show visual interest in contrasting colors, patterns and textures. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May explore different shapes and sizes by mouthing and handling items. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD23. The young infant begins to understand the concept of “more”.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May express a non-verbal desire for more of something through gestures or glances. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
|----------------------------|--|-----------|------------------------|-------------------------------------|

CD24. The young infant becomes aware of patterns in the environment.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May display a surprised expression or response when events occur that don't follow expected sequences. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May bounce or move up and down slowly to music or beats. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

CD25. The older infant explores and manipulates objects with different shapes and sizes sometimes fitting shapes into place.

| | | | | |
|-----------------------------|--|------------|-------------------------|--|
| Older Infants (6–15 months) | May experiment with putting shapes in shape box and sometimes fit some in the correct opening. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May play with stacking containers and put smaller ones in larger one, but not in the correct sequence. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May fit single round puzzle pieces into place. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |

CD26. The older infant becomes aware of similarities and differences in objects.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May place a lid on a container. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May drop a large ball into a laundry basket. | Fine Motor | A. Reach, Grasp, and Release | 3.1 Releases object into targeted space |
| | May hold one toy while reaching for another toy. | Cognitive | D. Reasoning | 1.2 Retains one object when second object is obtained |
| | May pick out all the pieces of a favorite food when offered multiple items at lunch. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

CD27. The older infant becomes aware that there are different amounts of things.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May indicate with gestures or words that juice is “all gone.” | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May use words or gestures to ask an educator to sing a song again. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May indicate that “more” of something is desired (i.e., nod “yes” when asked, point, verbalize or use sign). | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

CD28. The older infant begins to recognize patterns.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May go toward the feeding area when the educator is seen preparing lunch. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | May wave goodbye when someone leaves. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | May touch the textures of various items, showing preference for certain textures. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

The infant explores the environment making new discoveries.**CD29. The young infant explores the environment and gathers information through the use of the senses (touch, sight, sound, smell, taste).**

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May put almost everything in mouth to explore, touch and taste. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May grasp and explore items by turning them over and over, banging and shaking them. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May reach for interesting materials to explore. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD30. The young infant begins to learn how objects work by handling them and watching others use them.

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May react to likes and dislikes (i.e., shaking head, making a face or turning away). | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May turn attention to look at the same thing or person that the educator is looking at. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May watch the educator intently. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD31. The older infant actively explores the environment to make new discoveries.

| | | | | |
|-----------------------------|--|-----------|------------------------|--|
| Older Infants (6–15 months) | May play with the same item in different ways (i.e., shake a cloth block to hear the bell inside, throw the blocks down, and hit the blocks together). | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May bang on different toys or materials with the same block, pausing briefly each time between items. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May tentatively explore new messy substances, such as wet sand or mud. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May attend to and examine small objects (i.e., items found on floor, bugs, and pieces of paper). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May investigate a new phenomena (i.e., reaches out to touch rain or snow). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD32. The older infant uses simple tools.

| | | | | |
|-----------------------------|--|-----------|--------------|---|
| Older Infants (6–15 months) | May pull the string on a pull toy to make the item move across the room. | Cognitive | D. Reasoning | 1.1 Uses part of object or support to obtain another object |
| | May put dolls and stuffed animals on a blanket and drag it across the floor. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |

The infant discovers creative expression through music, drama, dance and art experiences.**CD33. The young infant responds to a variety of music and sounds.**

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May turn toward sounds and voices. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May show interest and begin to respond to sounds, tones and voices. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May listen to music and respond to it. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD34. The young infant explores the feeling of different textures.

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May look at bright and contrasting colors. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May gaze at pictures, photographs, and mirror images. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May touch, mouth and explore different textures. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD35. The young infant focuses on and responds to adult facial expressions.

| | | | | |
|----------------------------|---|------------------|-----------------------------|--|
| Young Infants (0–8 months) | May respond to puppets and stuffed animals manipulated by educator. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May respond similarly to the facial expression of the educator (i.e., smiles when educator smiles). | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May imitate sounds and gestures of the educator or older child. | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |

CD36. The older infant responds to music.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|--|
| Older Infants (6–15 months) | May move to the music (bounce, clap, rock, or move arms) when a favorite song is played. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May point to the CD player to ask for music. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May begin to repeat a word or two from a favorite repetitive song. | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | May bang two toys together or hit toys with hands or another toy. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |

CD37. The older infant begins to experiment and explore with various art media (paint, finger-paint, playdough, markers, crayons, chalk).

| | | | | |
|-----------------------------|--|------------|-------------------------|--|
| Older Infants (6–15 months) | May enjoy getting hands messy with various sensory materials and art mediums or tentatively touch messy materials. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May grasp large crayons or markers in fist and move them in broad strokes across a surface. | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| | May push or punch playdough with fingers or fist. | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |

CD38. The older infant imitates the actions of the educator or other adults.

| | | | | |
|-----------------------------|--|------------------|----------------------------|---|
| Older Infants (6–15 months) | May feed a doll with a spoon. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May talk on a telephone or wipe off the table after seeing the educator do these things. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May intently watch the facial expressions of the educator. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

The infant becomes aware of family and others in the community.**CD.39 The younger infant begins to recognize familiar people and places (i.e., home, grandparent's house, educator's house).**

| | | | | |
|----------------------------|---|----------------------|--------------------------------|---|
| Young Infants (0–8 months) | May smile and greet familiar adults and peers happily. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May show affection to familiar adults and peers. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May recognize familiar adults and peers in photographs. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May look for favorite toys in a familiar location. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

CD.40 The older infant demonstrates an awareness of family characteristics.

| | | | | |
|-----------------------------|---|----------------------|--------------------------------|--|
| Older Infants (6–15 months) | May respond to words used in his or her home language as well as other words used in the environment. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May look at photos of family members and smile. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May name some people in family photos. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

CD. 41 The older infant becomes aware of unfamiliar people and environments.

| | | | | |
|-----------------------------|--|-----------|------------------------|--|
| Older Infants (6–15 months) | May begin to recognize simple differences between people (i.e. show curiosity about someone who wears glasses or touch faces or hair different from his or her own). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May greet community members with interest; show curiosity for new settings when walking outside. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May look at new faces solemnly, sometimes moving away and toward the educator. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

Physical Health and Well Being Development Guidelines

The infant develops ability to move the large muscles (gross motor).

PW1: The young infant moves arms and legs unconsciously.

| | | | | |
|----------------------------|--|-------------|-------------------------------------|---|
| Young Infants (0–8 months) | May raise head, arch back and flex legs. | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |
|----------------------------|--|-------------|-------------------------------------|---|

PW2: The young infant begins to use arms and legs purposefully.

| | | | | |
|----------------------------|--|-------------|-------------------------------------|---------|
| Young Infants (0–8 months) | May begin to roll over and sometimes will kick them self over. | Gross Motor | A. Body Control and Weight Transfer | 3 (All) |
|----------------------------|--|-------------|-------------------------------------|---------|

PW3: The young infant gains control of head and body.

| | | | | |
|----------------------------|--|-------------|-------------------------------------|--|
| Young Infants (0–8 months) | May support self on flexed elbows. | Gross Motor | A. Body Control and Weight Transfer | 2.2 Remains propped on nonextended forearms with head lifted |
| | May lift head and chest when on stomach. | Gross Motor | A. Body Control and Weight Transfer | 2.1 Remains propped on extended arms with head lifted |

PW4: The young infant demonstrates beginning coordination and balance.

| | | | | |
|----------------------------|-------------------------------------|-------------|-------------------------------------|---|
| Young Infants (0–8 months) | May sit with support. | Gross Motor | A. Body Control and Weight Transfer | 4.5 Sits balanced using hands for support |
| | May tummy crawl or backwards crawl. | Gross Motor | B. Movement and Coordination | 1.3 Crawls forward on stomach |

PW5: The older infant moves arms and legs unconsciously.

| | | | | |
|-----------------------------|---|------------------|-------------------------------------|---|
| Older Infants (6–15 months) | May push up on their arms and lift head and chest, arch back when on stomach. | Gross Motor | A. Body Control and Weight Transfer | 2.1 Remains propped on extended arms with head lifted |
| | May hold arms out for jacket or lift arms so shirt can be taken off. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |

PW6: The older infant begins to use arms and legs purposefully.

| | | | | |
|-----------------------------|---|-------------|-------------------------------------|---|
| Older Infants (6–15 months) | May pound on things with hands and kick legs. | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |
| | May rock back and forth on hands and knees. | Gross Motor | B. Movement and Coordination | 1.1 Rocks while in creeping position |

PW7: The older infant gains control of head and body.

| | | | | |
|-----------------------------|--|-------------|-------------------------------------|-----------------------------------|
| Older Infants (6–15 months) | May pull self up to stand, holding on to something or someone. | Gross Motor | B. Movement and Coordination | 2.3 Pulls to standing position |
| | May sit without support. | Gross Motor | A. Body Control and Weight Transfer | 4.4 Sits balanced without support |

PW8: The older infant demonstrates beginning coordination and balance.

| | | | | |
|-----------------------------|--|-------------|------------------------------|---|
| Older Infants (6–15 months) | May crawl and/or walk holding on to furniture. | Gross Motor | B. Movement and Coordination | 1. Creeps forward using alternating arm and leg movements |
| | | Gross Motor | B. Movement and Coordination | 3.2 Walks with one-hand support |
| | | Gross Motor | B. Movement and Coordination | 3.3 Walks with two-hand support |
| | | Gross Motor | B. Movement and Coordination | 3.4 Cruises |

The infant develops ability to control and refine small muscles (fine motor).**PW9: The young infant demonstrates strength and coordination of small motor muscles.**

| | | | | |
|----------------------------|---|------------|------------------------------|--|
| Young Infants (0–8 months) | May grasp caregiver's fingers. | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |
| | May respond to name by turning head towards sound. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May reach consistently for toys, objects and bottles with both hands. | Fine Motor | A. Reach, Grasp, and Release | 1. Makes directed batting or swiping movements with each hand |
| | May reach for toes and feet. | Fine Motor | A. Reach, Grasp, and Release | 1.2 Makes directed movements with arms |
| | May grab and hold soft toys with whole hand. | Fine Motor | A. Reach, Grasp, and Release | 2.4 Grasps hand-size object using whole hand |
| | May watch/suck hands and/or feet. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

PW10: The older infant demonstrates strength and coordination of small motor muscles.

| | | | | |
|-----------------------------|---|------------|------------------------------|---|
| Older Infants (6–15 months) | May mimic hand clapping or waving good-bye. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | May transfer objects from hand to hand. | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| | May pick up objects with thumb and forefinger (in pinching motion). | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |
| | May turn pages of large books, often turning multiple pages at the same time. | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | May empty objects from containers. | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | May make marks on paper with large drawing implements (chunky crayons). | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| | May use both hands to play with toys. | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |

The infant develops sensorimotor skills where children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.

PW11. The young infant will show increased visual ability and perception.

| | | | | |
|----------------------------|--|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May focus eyes on near and far objects. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May respond by turning toward sound, movement and touch. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

PW12. The young infant will show increased integration of sensory stimulation.

| | | | | |
|----------------------------|---------------------------------|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May enjoy cuddling and rocking. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
|----------------------------|---------------------------------|-----------|------------------------|-------------------------------------|

PW13. The older infant will show increased visual ability and perception.

| | | | | |
|-----------------------------|--|------------|-------------------------|--|
| Older Infants (6–15 months) | May move object from one hand to another. | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| | May coordinate eye and hand movements (watching and grabbing an object). | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

PW14. The older infant will show increased integration of sensory stimulation.

| | | | | |
|-----------------------------|--|----------------------|-------------------------------|--|
| Older Infants (6–15 months) | May explore the environment with mouth and hands. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May calm with adult assistance. | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | May explore and notice different surface textures (rough surfaces, soft cushions). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May notice loud and soft sounds in the environment. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May enjoy an outdoor swing. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

The infant develops skills that will develop into healthy practices for life.

PW15. The young infant demonstrates the stamina and energy to participate in daily activities.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May show alertness during waking periods. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May make facial expressions. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

PW16. The young infant engages in a variety of physical activities.

| | | | | |
|----------------------------|---|-------------|-------------------------------------|---|
| Young Infants (0–8 months) | May lift head. | Gross Motor | A. Body Control and Weight Transfer | 2 (all) |
| | May stiffen body and relax. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May wiggle trunk or core body. | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |
| | May move arms and legs both purposefully and reflexively. | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |

MA Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
PW17. The older infant demonstrates personal health and hygiene skills.

| | | | | |
|-----------------------------|---|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May relax during bath routines | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May indicate needs and wants such as hunger or a dirty diaper in a variety of ways. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May indicate anticipation of feeding on seeing breast, bottle or food through eyes widening or arm movements. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

PW18. The older infant demonstrates the stamina and energy to participate in daily activities and engages in a variety of physical activities.

| | | | | |
|-----------------------------|--|------------------|-------------------------------------|--|
| Older Infants (6–15 months) | May sleep less during the day. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | May sustain physical activity such as for at least three to five minutes at a time (recognizing the unique capabilities of the child). | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |
| | May initiate play, exploring and interacting with the environment. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May move body purposefully: rolling, crawling, or walking. | Gross Motor | A. Body Control and Weight Transfer | 3 (All) |
| | | Gross Motor | B. Movement and Coordination | 1 (All) |
| | | Gross Motor | B. Movement and Coordination | 3 (All) |

PW19. The older infant practices basic personal care routines.

| | | | | |
|-----------------------------|--|------------------|------------------------------|---|
| Older Infants (6–15 months) | May assist caregiver with holding bottle. | Fine Motor | A. Reach, Grasp, and Release | 1.1 Brings hands together near midline |
| | May demonstrate increasing ability to self-soothe and fall asleep. | Social-Emotional | A. Interactions with Adults | 3.2 Follows familiar social routines with familiar adults |

The infant gains control over their movements as they reach out, grasp, and release objects.
PW20. The young infant develops eye-hand coordination and more intentional hand control.

| | | | | |
|----------------------------|---|-----------|------------------------|--|
| Young Infants (0–8 months) | May follow a moving object with their eyes. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May reach, grasp and put objects in mouth. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and |

PW 21. The young infant grasps a variety of objects for eating and playing in his/her environment, with and without handles, such as blocks, spoons, markers, etc.

| | | | | |
|----------------------------|---|------------|------------------------------|--|
| Young Infants (0–8 months) | May bring hands together at the middle of their bodies. | Fine Motor | A. Reach, Grasp, and Release | 1.1 Brings hands together near midline |
| | May hold toys with both hands. | Fine Motor | A. Reach, Grasp, and Release | 2.4 Grasps hand-size object using whole hand |
| | May use a fist grasp to hold onto a block, spoon or marker (early writing). | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |

PW22. The older infant develops eye-hand coordination and more intentional hand control.

| | | | | |
|-----------------------------|--|------------|-------------------------|---|
| Older Infants (6–15 months) | May pass objects from one hand to the other. | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| | May mimic hand clapping and waving bye-bye. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |

PW 23. The older infant grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc.

| | | | | |
|-----------------------------|--|------------|------------------------------|---|
| Older Infants (6–15 months) | May pick up and drop items. | Fine Motor | A. Reach, Grasp, and Release | 3.1 Releases object into targeted space |
| | | Fine Motor | A. Reach, Grasp, and Release | 3.2 Releases object into nondefined space |
| | May carry baskets or items with handles. | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |
| | May squeeze objects. | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |
| | May use pincer grasp to pick up small objects like Cheerios. | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |

Approaches to Learning Guidelines

The infant shows eagerness and curiosity as a learner.

AL1. The young infant shows curiosity by exploring with the senses.

| | | | | |
|----------------------------|---|-------------|-------------------------------------|--|
| Young Infants (0–8 months) | May feel and react to different textures. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May react to different tastes, like change in formula, or breast milk in a bottle, or first taste of cereal or fruit. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May explore toys with all senses. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May explore hands and feet and faces, watching, tasting, touching. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May bang blocks on high chair. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May extend arms out to lift their head and chest to see further. | Gross Motor | A. Body Control and Weight Transfer | 2.1 Remains propped on extended arms with head lifted |

AL2. The young infant reacts to new voices or sounds.

| | | | | |
|----------------------------|---|-----------|------------------------|-------------------------------------|
| Young Infants (0–8 months) | May become more active or quieter. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May react to voices and sounds by turning head or changing facial expression. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May show different responses to tone of voice. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | May gaze attentively to people talking. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

AL3. The older infant shows curiosity by exploring with the senses.

| | | | | |
|-----------------------------|---|-----------|------------------------|--|
| Older Infants (6–15 months) | May watch adults and children intently. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May experiment with the feel and tastes of different foods. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May notice smells in the environment. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May look around to identify source of sounds. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May show caution or fear toward unfamiliar people. | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |

AL4. The older infant reacts to new voices or sounds.

| | | | | |
|-----------------------------|--|-------------|------------------------------|--|
| Older Infants (6–15 months) | May explore spatial relationships (i.e. try to fit their body into a box). | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May venture out using motor skills to explore the environment. | Gross Motor | B. Movement and Coordination | 1 (All) |
| | | Gross Motor | B. Movement and Coordination | 2 (All) |
| | | Gross Motor | B. Movement and Coordination | 3 (All) |
| | | Gross Motor | B. Movement and Coordination | 4.2 Moves up and down stairs |
| | | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |

The infant becomes intentional and persistent.**AL5. The young infant pays attention and tries to reproduce interesting and pleasurable effects and events.**

| | | | | |
|----------------------------|--|-----------|------------------------|--|
| Young Infants (0–8 months) | May grasp an object, release it, re-grasp it, and re-release it. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May kick or swat a mobile. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May consistently reach for toys and books. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May explore books repeatedly with hands, mouth, and eyes. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May explore a face, toy, or rattle for a period of time. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May track an object. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |

AL6. The young infant behaves in consistent ways to elicit desired response.

| | | | | |
|----------------------------|---|----------------------|--------------------------------|---|
| Young Infants (0–8 months) | May engage adults in interactions. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May stare at educator for a reaction. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May direct attention toward an object by reaching. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May lift their arms to be picked up. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May produce different cries to indicate hunger, diaper change, cold/hot, overstimulation. | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | May responds to name. | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |

AL7. The young infant shows a willingness to overcome frustration when faced with initial failure.

| | | | | |
|----------------------------|--|-------------|-------------------------------------|-------------------------------------|
| Young Infants (0–8 months) | May try several times to reach a desired object. | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | May keep trying to roll over or sit up despite repeated failure. | Gross Motor | A. Body Control and Weight Transfer | 3 (all), 4 (all) |

AL8. The older infant pays attention and tries to reproduce interesting and pleasurable effects and events.

| MA Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|-------------------------------|---|
| Older Infants (6–15 months) | May manipulate objects that give responses (busy box, jack in the box). | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May select a toy or a book from several choices. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May express a desire to feed himself. | Adaptive | A. Eating and Drinking | 3.2 Eats with fingers |
| | May play with a variety of sensory materials. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May pretend to talk on the telephone. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May pretend to give a doll a bottle. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| AL9. The older infant behaves in consistent ways to elicit desired response. | | | | |
| Older Infants (6–15 months) | May gesture to educator to pick him up to reach something. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May repeat filling and dumping over and over. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | May sustain longer periods of attention. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May want to hear the same book or song over and over. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May try to imitate educator's words. | Cognitive | B. Imitation and Memory | 2.1 Imitates novel vocalizations |
| | May search for a favorite object. | Cognitive | C. Conceptual Knowledge | 1.2 Locates hidden object |
| | May persist in finding favorite toy. | Cognitive | C. Conceptual Knowledge | 1. Maintains search for object not in its usual location |
| AL10. The older infant shows a willingness to overcome frustration when faced with initial failure. | | | | |
| Older Infants (6–15 months) | May walk, fall down, and get back up several times. | Gross Motor | B. Movement and Coordination | 3 (All) |
| | May attempt to use words to get educator to provide the desired response. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May become frustrated and visibly upset when her desired goal is not achieved. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |

Guidelines for Infants and Toddlers, 12 - 33 months

Social-Emotional Development Guidelines

The toddler relates to, trusts, and becomes attached to consistent educators.

SED1. The young toddler has positive relationships with several different adults, including educators and family members.

| | | | | |
|------------------------------|--|----------------------|---|---|
| Young Toddler (12–24 months) | May greet educators when entering the room through either waving or walking over to the adult. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May demonstrate feeling safe with significant adults by seeking them out in uncomfortable or dangerous situations. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May only accept specific care (i.e. feeding) from specific adults. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May appear uncertain when parents, caregiver or special educator leave the room. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

SED2. The young toddler responds to directions from familiar adults.

| | | | | |
|------------------------------|---|----------------------|---|---|
| Young Toddler (12–24 months) | May follow simple (one step) directions from familiar adult. | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May, when given directions, look to caregiver for confirmation. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May respond to basic guidance and requirements. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

SED3. The young toddler relates to adults through shared exploration of materials and environments.

| | | | | |
|------------------------------|---|------------------|---|---|
| Young Toddler (12–24 months) | May show favored caregiver a creation on the easel. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| | May periodically check in with favored educator when playing alone or with peers. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May pull adults toward areas in the playground. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |

SED4. The older toddler demonstrates increasing comfort with most adults.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May ask for familiar adult by name. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May initiate interactions with familiar and unfamiliar adults. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |

MA Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
SED5. The older toddler demonstrates and labels relationships of others such as “Mommy, Daddy and me are a family. You are my teacher- I love all of you.”

| | | | | |
|------------------------------|---|------------------|---|---|
| Older Toddler (22–33 months) | May cry for familiar adult when facing a challenging situation. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May ask for a variety of people during the day such as “Daddy” or “Nana” even if they are not part of the day to day routine. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

SED6. The older toddler follows the directions of adults.

| | | | | |
|------------------------------|---|----------------------|---------------------------|---|
| Older Toddler (22–33 months) | May change their focus and listen when adult is speaking to them. | Social-Communication | D. Social Use of Language | 3.1 Uses socially appropriate physical orientation |
| | May engage with adults in simple conversation during transitions. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |

SED7 The older toddler seeks adults for information and support in understanding things

| | | | | |
|------------------------------|--|----------------------|---|---|
| Older Toddler (22–33 months) | May follow favored educator around. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May ask adults “why” or “how” questions. | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |

The toddler notices and interacts with toddlers their own age.
SED8 The young toddler notices, relates to and engages with children around the same age.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May cry or become distressed if another toddler cries. | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | May watch other children. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May seek specific children for regular interactions. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |

SED9. The young toddler is responsive to playing next to and with other children.

| | | | | |
|------------------------------|---|------------------|----------------------------|--|
| Young Toddler (12–24 months) | May watch a peer during play. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May imitate peer without actually interacting with them. | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | May smile, laugh or talk to another child. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May bring toys over to other child and offers the toy for play. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |

SED10. The older toddler becomes attached to people around their own age.

| | | | | |
|------------------------------|---|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May seek certain children for play. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May notice when specific children are not around. | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | May talk to other children. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May raise voice to other children when seeking attention. | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |

MA Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
SED11. The older toddler is responsive to other children.

| | | | | |
|------------------------------|--|----------------------|--|---|
| Older Toddler (22–33 months) | May observe and imitate play of others. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May respond with laughter and “chatter” in interactions with other children. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | May raise voice to other children when seeking attention. | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |
| | May become aggressive in their play, pushing or hitting. | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |

SED12. The older toddler begins to develop increased “cooperative” play with peers.

| | | | | |
|------------------------------|--|------------------|--|---|
| Older Toddler (22–33 months) | May begin to engage in play that has a story line. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| | May begin to take on roles of familiar people, animals, or characters. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | May with support, start to understand about taking turns. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | May express frustrations when playing with others. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |

The toddler experiences and expresses a range of emotions.
SED13. The young toddler expresses a range of emotions, sometimes with intensity.

| | | | | |
|------------------------------|--|------------------|---|---|
| Young Toddler (12–24 months) | May experience intense feelings of sadness and jubilation when leaving and reuniting with parents. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May name some emotions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |

SED14. The young toddler recognizes his/her own feelings.

| | | | | |
|------------------------------|---|----------------------|---|---|
| Young Toddler (12–24 months) | May appear uneasy when approached by an unfamiliar person. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May express themselves in different ways including verbally and physically. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May go to favored educator when feeling strong emotions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

SED15. The young toddler begins to express their likes and dislikes.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May refuse to stop activity when liked. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| | May want to wear the same clothing daily. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

SED16. The older toddler begins to label their feelings.

| | | | | |
|------------------------------|--|------------------|---|------------------------------------|
| Older Toddler (22–33 months) | May laugh and say “I am so happy today.” | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| | May yell, “NO! That makes me mad!” | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |

SED17. The older toddler begins to demonstrate need to complete tasks on his/her own.

| | | | | |
|------------------------------|---|----------------------|---|---|
| Older Toddler (22–33 months) | May insist on dressing oneself (i.e. “I do it!”). | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May refuse help only to ask for it when they become frustrated. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |

The toddler progresses in regulating his own feelings and behavior.**SED18. The young toddler is developing the ability to control his/her emotions.**

| | | | | |
|------------------------------|---|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May express themselves in different ways including verbally and physically. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May move away from frustrating experiences. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| | May, with support, show more impulse control. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

SED19. The young toddler begins to develop strategies to manage his/her expression of feelings.

| | | | | |
|------------------------------|---|----------------------|---|---|
| Young Toddler (12–24 months) | May suck their thumb to soothe themselves. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | May uses facial expressions and physical indicators (i.e. clenched fists) | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

SED20. The older toddler is refining their ability to self-regulate.

| | | | | |
|------------------------------|--|------------------|--|---|
| Older Toddler (22–33 months) | May participate in enjoyable activities for longer periods of time. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | May use words to negotiate play rather than hit or bite. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |
| | May verbally negotiates with adult around schedules or activities. | Social-Emotional | D. Independent and Group Participation | 4. Resolves conflicts using negotiation |
| | May show more impulse control. (i.e. stopping before he picks up an object he has been told not to touch). | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |

SED21. The older toddler is developing problem solving skills when challenged.

| | | | | |
|------------------------------|---|------------------|--|--|
| Older Toddler (22–33 months) | May insist that toys and items are their personal possessions. (i.e. “Mine!” or “Bobby’s truck!”) | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | May look to the educator to help in solving problems. | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |

The toddler develops a positive sense of self.

SED22. The young toddler recognizes her or himself as a person separate from his/her family or caregivers.

| | | | | |
|------------------------------|---|------------------|--|--|
| Young Toddler (12–24 months) | May recognize or identify self in mirror. | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | May say “MINE!” when holding a toy. | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | May say “Me do it”. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |

SED23. The young toddler develops a sense of self confidence through their abilities and achievements.

| | | | | |
|------------------------------|---|------------------|---|---|
| Young Toddler (12–24 months) | May demonstrate or show adult task or achievement. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3.2 Shares accomplishment with familiar caregiver |
| | May seek specific objects and toys that they have used successfully in the past | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |

SED24. The young toddler develops self worth through respectful and responsive interactions.

| | | | | |
|------------------------------|--|------------------|---|---|
| Young Toddler (12–24 months) | May stay with and complete activity. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | May turn to adult for acknowledgement. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

SED25. The older toddler identifies themselves and familiar people.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|--|
| Older Toddler (22–33 months) | May name themselves in pictures. | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | May point to teacher and say, “Jerilyn is my teacher.” | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | May identify his gender and gender of others. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

SED26. The older toddler develops a sense of community

| | | | | |
|------------------------------|---|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May assist with tasks in the home or at school. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May ask questions about people in the neighborhood. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |

SED27. The older toddler begins to recognize physical, ethnic, and cultural differences between themselves and others.

| | | | | |
|------------------------------|---|----------------------|---------------------------|--|
| Older Toddler (22–33 months) | May point out people who look different from the familiar people in their lives (i.e. a child in a wheelchair; a person with a different color skin; a person speaking a language they have not heard). | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | May begin to talk about holidays and family celebrations. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

MA Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

SED 28. The older toddler demonstrates awareness of behavior and its effects.

| | | | | |
|------------------------------|---|------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May experiment to see the effects of his actions on other people and on objects. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | May seem to understand what gets adult’s attention. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May recognize that inappropriate behavior results in more directive action from adults. | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult’s affective tone |

Language and Communication Guidelines

The toddler demonstrates understanding of spoken (or signed) language (receptive language).

LC28. The younger toddler responds to action words by performing the action.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May attempt to skip or gallop when you sing “Skip to my Lou.” | Gross Motor | B. Movement and Coordination | All |
| | May clap “hooray,” nod “yes,” shake his/her head “no,” or wave “bye-bye.” | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC29. The younger toddler understands educators’ simple requests and statements referring to the present situation.

| | | | | |
|------------------------------|---|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May respond to simple, direct, conversational sentences, either verbally or by actions or gestures (e.g., point to body parts when asked, “Where is your nose?” or “Where is your belly button?”) | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |
| | May put toys back on the shelf when prompted and guided by caring educators. | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May progress in listening to and understanding the English language while maintaining home language, when the two are not the same. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |

LC30: The younger toddler listens to stories.

| | | | | |
|------------------------------|--|----------------------|---------------------------------------|---|
| Young Toddler (12–24 months) | May respond to caregiver when asked if s/he wants to listen to a story by smiling, gesturing, nodding or saying “yes”. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May point to pictures in the book and may use simple words to identify objects such as “ball” or “cat”. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |

LC31. The older toddler continues to understand many more words than they can speak.

| | | | | |
|------------------------------|---|----------|--------------------------------|---|
| Older Toddler (22–33 months) | May listen to books with educators for longer periods of time. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May listen to short stories and react to funny parts by smiling or laughing. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | When asked “Do you want to sing the song Open/Shut Them?” they start to open and close their hands. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

LC32. The older toddler understands more abstract and complex statements and requests that refer to positions in space, reference to time, ideas, feelings and the future.

| | | | | |
|------------------------------|---|-----------|-------------------------|---|
| Older Toddler (22–33 months) | May have a worried/nervous face when asked, “How do you feel about visiting the doctor tomorrow?” | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | May get a specific object when you ask for it (e.g., “Please pick up the car between the two shelves”). | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | May determine how words relate to each other (e.g., furry cat, slimy frog, doggie bark). | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

The toddler develops expressive language.

LC33. The younger toddler begins to use recognizable words.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|---|
| Young Toddler (12–24 months) | May point to an object and name it. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | May use baby words, or say words in her own way. | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | May use one word or phrase to mean several different things. | Social-Communication | C. Communicative Expression | 1.3 Uses consistent approximations for words or signs |
| | May use a word as if it were a whole sentence. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

LC 34. The younger toddler uses a growing number of words and puts them together in short phrases and simple questions.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May ask and answer simple questions about self and family using learned phrases and vocabulary. | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | May move from naming familiar objects to using words heard in stories and from other experiences. | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | May ask, “When Daddy home?” “Go home afternoon?” | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | May answer, “Mama buy food in market” when you ask, “Where is your Mommy?” | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |
| | May learn that asking questions is one way to keep the attention of educators. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May develop an extensive vocabulary in an area of special interest, including some “grown-up “ words and perhaps even words that most adults don’t know. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

LC35. The younger toddler becomes frustrated trying to express him/herself.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May stumble on which words to use because they don’t come out as fast as they want. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May be uncertain on how to express what they mean. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC36. The older toddler communicates clearly enough to be understood by familiar and unfamiliar listeners.

| | | | | |
|------------------------------|--|----------------------|---------------------------------------|---|
| Older Toddler (22–33 months) | May use two- five word sentences, “No more food for me” or “This toy, no share.” | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May alternate between using their home language and English. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May use negatives (“no,” “not”) and questions to elicit more information (e.g., “why?” and “what?”). | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | May use words or phrases to express wants, seek attention, protest, comment or offer greetings. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May name objects or actions in picture books. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |
| | May add descriptive words (e.g., “Bad dog, “Pretty flowers,” “Big ball”). | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

The toddler engages in social communication.

LC37. The younger toddler uses sounds and words in social situations.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May create word sounds and point to a specific toy to let the educator know that s/he wants to play with something. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May say “yes” and “no” to let adults know what s/he wants. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May talk into the play telephone. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May make word sounds back to his/her educator, so they can have a conversation. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC38. The younger toddler attends to and tries to take part in conversations.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May understand what others are talking about, and want to become involved. | Social-Communication | B. Communicative Understanding | 1.1 Follows pointing gestures with eyes |
| | May learn that asking questions is one way to keep the attention of educators. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | At the end of this age range, begin to use the language they hear most frequently and repeat these words and phrases during pretend play. Might alternate using home language and English. | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | At the end of this age range, may experience frustration when attempting to communicate in his/her home language and not being understood by his educator and/or peers. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |

LC39. The older toddler participates in conversations.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May enjoy asking “why” questions to keep a conversation alive. | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | May be able to converse with peers; these conversations become more focused. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May use experiences, toys, books or pretend play to engage others in conversation. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May recognize that a pause means it is their turn to talk. | Social-Communication | D. Social Use of Language | 3.4 Alternates between speaker and listener roles during conversations with others |
| | May use questions to get the attention of educator. | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | May enjoy conversations at snack time or during play. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May talk to and for a puppet or doll. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May begin to use self-talk when faced with a problem or during play. | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |

The toddler demonstrates phonological awareness.

LC40. The younger toddler uses vocalization and words for a variety of reasons.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|--|
| Young Toddler (12–24 months) | May use jargon with inflected patterns in a conversational manner. | Social-Communication | C. Communicative Expression | 1.4 Uses consistent consonant–vowel combinations |
| | May imitate environmental sounds during play (e.g., “ring, ring,” “the rooster goes cock-a-doodle-doo.”) | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| | May imitate sounds and words. | Cognitive | B. Imitation and Memory | 2 (all) |
| | May attempt to repeat rhymes and repetitive speech sounds. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

LC41. The older toddler develops an awareness of word sounds and rhythms of language.

| | | | | |
|------------------------------|---|----------|---------------------------|--|
| Older Toddler (22–33 months) | May recite simple poems or nursery rhymes. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May fill in missing words in a rhyming pattern (such as “Willaby, Wallaby, Woo”). | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May make up their own nonsense words to familiar songs or rhymes. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

The toddler develops grammar and syntax.

LC42. The younger toddler moves from single words to two- and three-word combinations to telegraphic speech.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|--|
| Young Toddler (12–24 months) | May describe a self-made drawing. | Literacy | E. Writing | 1.3 Verbally labels nonrepresentational drawings |
| | May use plural forms for nouns sometimes. | Social-Communication | C. Communicative Expression | 2.2 Uses regular plural nouns |
| | May use simple questions in speech, but may not use correct grammar. | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |

LC43. The older toddler moves from telegraphic speech to grammatical sentences.

| | | | | |
|------------------------------|--|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May use rules of grammar in speech, use personal pronouns “I,” “you,” “me”; plurals; and position words such as “up,” “under,” “on,” and “behind.” | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May make “mistakes” that indicate a basic understanding of grammatical rules – “I goed to the store.” | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May begin to use complete sentences in conversation with adults. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May use words like but, because, if and so to connect ideas. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

The toddler engages in pre-reading activities.

LC44. The younger toddler shows motivation to read.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May pick out a favorite book and bring it to the educator. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May insist on reading a book repeatedly. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May have a favorite book. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May interact with books by turning pages, pointing to pictures and details, imitating actions and sound effects – when encouraged by an adult. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May pretend to read books. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May ask educator to repeat favorite rhymes, finger plays or stories. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

LC45. The older toddler increases knowledge about books and how they are typically read.

| | | | | |
|------------------------------|---|------------------|---------------------------------------|---|
| Older Toddler (22–33 months) | May show a memory for parts of familiar stories, rhymes and songs. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May use storybook language, forms and conventions (“Once there was.., The end”) when telling stories. | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| | May tell stories with a beginning, middle and end. | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| | May use phrases to describe events in books. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |
| | May talk about characters in books as if they were real people. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |
| | May act out part of a story with toys or props. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May interrupt the story to ask a question. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May seek out books that provide pictures and information related to an ongoing interest. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May hold a book right side up and turns pages from front to back. | Literacy | A. Awareness of Print Concepts | 2.1 Turns pages of book from beginning toward end |

The toddler demonstrates interest and engagement in print literacy materials.

LC46. The younger toddler recognizes familiar environmental print.

| | | | | |
|------------------------------|---|----------|--------------------------------|---------------------------------------|
| Young Toddler (12–24 months) | May identify common places in their environment, such as stores or grandma's street, etc. | Literacy | A. Awareness of Print Concepts | 3.2 Recognizes common signs and logos |
|------------------------------|---|----------|--------------------------------|---------------------------------------|

LC47. The older toddler demonstrates knowledge that a symbol can represent something else.

| | | | | |
|------------------------------|---|----------------------|--------------------------------|--|
| Older Toddler (22–33 months) | May recognize that a word can stand for an object, a name for a person, a picture for the real object. | Cognitive | C. Conceptual Knowledge | 2. Recognizes symbols |
| | May ask what a sign says. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | May recognize own first name in print in a familiar context. | Literacy | A. Awareness of Print Concepts | 3.1 Recognizes own first name in print |
| | May enjoy ABC books. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | May sing the alphabet song. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May tell you the name of a plastic letter s/he has playing with. | Literacy | C. Alphabet Knowledge | 1.5 Recognizes three letters in own first name |
| | May recognize the first letter of his/her own name and associate it with another child whose name starts with same letter (e.g., "'N' is for Naomi and 'N' is also for Nat"). | Literacy | B. Phonological Awareness | 4.5 Produces words that begin with specified sound |

The toddler develops emergent writing skills.

LC48. The younger toddler makes purposeful marks on paper.

| | | | | |
|------------------------------|--|------------|-------------------------|--|
| Young Toddler (12–24 months) | May begin to develop eye-hand coordination. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May manipulate materials with increasing precision (fitting blocks into shallow sorters, pushing buttons on a cell phone, turning pages of a book and picking up hard-to-grasp objects such as ice cubes and room-temperature cooked pasta). | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May explore with writing materials. | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |

LC49. The older toddler understands writing is a way of communicating.

| | | | | |
|------------------------------|---|----------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May use scribbles and unconventional shapes to convey messages. | Literacy | E. Writing | 3.4 Writes using “scribble writing” |
| | May ask you to write their name on a picture they made. | Social-Communication | C. Communicative Expression | 4. Asks questions using inverted auxiliary |
| | May make a picture or “letter” as a gift. | Literacy | E. Writing | 3.4 Writes using “scribble writing” |
| | May be able to distinguish between writing words and drawing pictures. | Literacy | E. Writing | 3.4 Writes using “scribble writing” |
| | May begin to purposefully use symbols and drawings to express their thoughts or represent experiences or objects in their environments. | Literacy | E. Writing | 3.1 Writes using developmental spelling |
| | May begin to distinguish letters of the alphabet from other types of symbols. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |

The toddler develops multiple language acquisitions when considered a dual language learner.**LC50. The younger toddler demonstrates competency in home language while acquiring beginning proficiency in English**

| | | | | |
|------------------------------|---|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May use their home language with educators and peers to express wants and needs as well as to initiate interaction. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | May babble English sounds or imitate single words or stock phrases. | Social-Communication | C. Communicative Expression | 1.4 Uses consistent consonant–vowel combinations |
| | May know some words in their home language, some words in English, and some in both languages. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | May understand more words in both languages than they can say. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |

LC51. The older toddler demonstrates competency in home language while acquiring proficiency in English.

| | | | | |
|------------------------------|---|----------------------|-----------------------------|--|
| Older Toddler (22–33 months) | May stop talking altogether to observe and listen what others are saying in the program’s primary language. This is called the “Silent Period”. | Social-Communication | D. Social Use of Language | 3.1 Uses socially appropriate physical orientation |
| | May use few content words as an entire utterance. | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | May identify and name objects in the room. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

Cognitive Development Guidelines

The toddler develops increasing memory of past events and knowledge.

CD42. The younger toddler recalls names of familiar people, animals and things; recalls parts of familiar songs, fingerplays and stories.

| | | | | |
|------------------------------|--|------------------|---------------------------------------|---|
| Young Toddler (12–24 months) | May say, “dog,” when the educator points to a dog in a picture book. | Literacy | D. Vocabulary and Story Comprehension | 1.1 Labels familiar people, actions, objects, and events in picture books |
| | May sing some of the words to “Twinkle Twinkle Little Star,” or another favorite song. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May announce or point to another child, “Your mommy is here,” when that child’s mother comes to pick her up. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |

CD43. The younger toddler follows routines and recalls the location of objects with assistance.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|--|
| Young Toddler (12–24 months) | May go get a blanket when the educator points and says, “The baby is cold. Can you get his blanket?” | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May anticipate and participate in the routines leading up to nap time. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May return to get a treasured animal that he left earlier in the morning with reminding from educator. | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | May imitate an action or activity previously observed. | Cognitive | B. Imitation and Memory | 1.1 Imitates novel simple motor action not already in repertoire |
| | May act out a familiar routine in play, such as eating or sleeping. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |

CD44. The older toddler recalls past information, such as repetitive parts to familiar songs, stories and fingerplays, and shares past events.

| | | | | |
|------------------------------|---|----------------------|--------------------------------|--|
| Older Toddler (22–33 months) | May tell Mom/Dad at pick up about painting a picture at the easel that morning. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | May sing a favorite song while stringing beads. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May tell another child, “Gentle touches,” after hearing an educator repeat this to child. | Cognitive | B. Imitation and Memory | 1.2 Imitates familiar simple motor action |
| | | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | May say, “Can’t catch me,” when educator pauses while reading The Gingerbread Man. | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |

CD45. The older toddler improves memory for details; looks for favorite objects.

| | | | | |
|------------------------------|--|------------------|--------------------------------|---|
| Older Toddler (22–33 months) | May act out cooking pasta on the stove in housekeeping after seeing parents do this at home (i.e., fill pot with water, put pot on stove, say, “hot”). | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | May put puzzle back on correct shelf when it is time to clean up. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | May look behind a shelf when a favorite toy that was put on top of the shelf cannot be located. | Cognitive | C. Conceptual Knowledge | 1. Maintains search for object not in its usual location |
| | May find a hat belonging to a particular child and give it to him. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |

The toddler demonstrates an awareness that predictable things happen as a result of actions.

CD46. The younger toddler repeats actions watching for results.

| | | | | |
|------------------------------|--|-----------|--------------|--|
| Young Toddler (12–24 months) | May push the handle on the toilet repeatedly and watch the water flush away. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May turn light switch off and on repeatedly if it is reachable. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May put cars on the slide repeatedly and watch them roll to the bottom. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May drop balls in an inclined tube, watch them fall to the bottom, and then put them back at the top to repeat the action. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

CD47. The younger toddler expects certain things to happen as a result of his actions.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May sit on riding toy and push with feet to make it move forward. | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |
| | May push, turn and pull the knobs correctly on a busy box to make the animals pop up. | Fine Motor | B. Functional Skill Use | 2. Rotates wrist to manipulate object |
| | May push another child away from the swing when he wants it. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |

CD48. The older toddler demonstrates an awareness of the effects of certain actions.

| | | | | |
|------------------------------|--|------------------|--|---|
| Older Toddler (22–33 months) | May say, “She misses her mom,” when a child cries after her parent leaves. | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | May tell the educator, “Shhh,” when he puts his doll to bed. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | May say, “Watch out,” when stacking blocks with another child. | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |

CD49. The older toddler begins to investigate the reasons why something unexpected happens.

| | | | | |
|------------------------------|---|-----------|--------------|--|
| Older Toddler (22–33 months) | May examine a toy carefully, turning it over and hitting it to discover why it does not work when the button is pushed. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May look inside dress-up shoes, shaking them out, when she feels something inside. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

The toddler experiments with a variety of problem-solving strategies.

CD50. The younger toddler persists with trial-and-error approaches to solve a problem.

| | | | | |
|------------------------------|--|-----------|--------------|---|
| Young Toddler (12–24 months) | May try to reach a ball under the bookshelf, and then get a toy broom to reach the ball. | Cognitive | D. Reasoning | 1. Uses object to obtain another object |
| | May try repeatedly to open a container, then hand it to an educator saying, "Open." | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | May try to walk up a ramp, but loses balance and falls; then crawls up ramp. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |

CD51. The younger toddler begins to understand through trial and error that certain behaviors can cause results.

| | | | | |
|------------------------------|--|-----------|------------------------|--|
| Young Toddler (12–24 months) | May push the toy car across the floor and watch it hit the wall. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | May place simple shapes in a shape sorter and turn it over to get them out again. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | May look for a button to push on a toy when a similar toy worked with a push button. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |

CD52. The older toddler creates and carries out a plan for solving simple problems.

| | | | | |
|------------------------------|--|------------------|----------------------------|--|
| Older Toddler (22–33 months) | May ask another child for help in carrying a large stuffed dog that was too big to lift alone. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May use a block to stand on to reach a toy on an upper shelf. | Cognitive | D. Reasoning | 1. Uses object to obtain another object |
| | May put a simple shape puzzle together without difficulty. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |

CD53. The older toddler can choose a solution to a problem from more than one possibility.

| | | | | |
|------------------------------|--|----------------------|------------------------------|--|
| Older Toddler (22–33 months) | May ask "Why?" questions. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | May place rings on a stacking toy in the correct sequence. | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |

The toddler explores with materials and discovers mathematical concepts.

CD54. The younger toddler shows interest in matching and sorting according to color, shape and size.

| | | | | |
|------------------------------|---|------------|-------------------------|---|
| Young Toddler (12–24 months) | May put shapes in a shape sorter. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May bring another red block when told, “Find a red block that looks like this.” | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | May put away cars with other cars when given a container and asked to put cars in it. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | May place large pegs in a pegboard. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May use a smaller container to fill a larger container with sand. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD55. The younger toddler shows an awareness of quantity.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May complain when another child has two dolls and he has one. | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |
| | May select the preferred item when offered a choice of two (i.e., choose markers when offered markers or crayons). | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May give one object when asked (i.e., “Give one truck to Lily”). | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| | May count one to ten. | Math | A. Counting | 2.2 Recites numbers 1–10 |

CD56. The younger toddler demonstrates an awareness of simple patterns.

| | | | | |
|------------------------------|--|------------------|--|--|
| Young Toddler (12–24 months) | May beat a drum, imitating the simple pattern the educator used. | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | May say the last words to a familiar predictable story (i.e. “...Looking at me!”) when the educator reads Brown Bear, Brown Bear, What Do You See? | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |

MA Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
CD57. The older toddler matches and sorts according to color, shape or size.

| | | | | |
|------------------------------|--|-----------|-------------------------|--|
| Older Toddler (22–33 months) | May line up toys, grouping the large items and the small items separately. | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| | May sort objects by shape, separating the circles from the triangles. | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| | May hand the educator the larger of two balls when asked for the big ball. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | May stack some of the nesting cups in order of size. | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |

CD58. The older toddler shows an understanding of number concepts one, two, more and less.

| | | | | |
|------------------------------|--|------------------|--|---|
| Older Toddler (22–33 months) | May say, “Two,” and show two fingers when asked age. | Social-Emotional | E. Meeting Social Expectations | 4.2 States age |
| | May object when another child takes one of the toys she is playing with. | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | May take two crackers from the plate when the educator say, “You may have two crackers.” | Math | A. Counting | 1. Counts out 3 items |
| | May ask for another piece of apple when she sees her friend has one more than she does. | Math | B. Quantitative Relations | 1.1 Compares items in sets to 5 by matching |

CD59. The older toddler recognizes and creates simple patterns.

| | | | | |
|------------------------------|--|------------------|--|--|
| Older Toddler (22–33 months) | May string beads in alternating colors to copy the educator’s beads. | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | May point out patterns in the environment (i.e., After Emma’s mother picks her up, says, “It’s time to eat.”). | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | May walk on all of the black squares on a black and white tiled floor. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | May clap hands and knees to imitate the educator’s pattern. | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |

The toddler develops early scientific skills through exploration and discovery.

CD60. The younger toddler experiments with various wet and dry materials to discover their properties.

| | | | | |
|------------------------------|---|------------|-------------------------|--|
| Young Toddler (12–24 months) | May pour water into a sieve and watch it flow out. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | May pack sand into a pail. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May push boats to the bottom of the water table and watch them bob up repeatedly. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May stir milk into the flour while making muffins for snack. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |

CD61. The younger toddler discovers living things found in nature.

| | | | | |
|------------------------------|---|-----------|-------------------------|--|
| Young Toddler (12–24 months) | May point out excitedly the birds that are outside the window. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May find bugs or spiders inside and run to tell the educator. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May collect leaves sticks and other nature items outside while on a walk. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |

CD62. The older toddler asks questions and develops inquiry skills.

| | | | | |
|------------------------------|--|-----------|-------------------------|--|
| Older Toddler (22–33 months) | May ask, “Where’s the snow?” after the snow brought inside melts. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | May point to an item not seen before and ask, “What’s that?” | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| | May squat on the ground for five minutes watching ants near an ant hill. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May hear a fire engine go by and ask, “Fireman?” | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

CD63. The older toddler uses simple tools to continue exploration.

| | | | | |
|------------------------------|--|-----------|-------------------------|--|
| Older Toddler (22–33 months) | May look through a magnifying glass to see bugs. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | May pour water through a water wheel and watch where it goes. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | May use a magnetic wand to pick up metal juice can lids, and then touch it to the plastic animals. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |

CD64. The older toddler observes and identifies living things and begins to identify their basic needs.

| | | | | |
|------------------------------|---|-----------|-------------------------|--|
| Older Toddler (22–33 months) | May visit the ducks at the local park and say, “They’re swimming in the water!” | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | May feed the fish with educator’s help. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | May smell the flowers growing along a fence. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | May identify some names for common flowers, birds and bugs. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |

The toddler discovers creative expression through music, drama, dance and art experiences.

CD65. The younger toddler responds to and participates in music, rhythm and songs.

| | | | | |
|------------------------------|---|-----------|---------------------------|--|
| Young Toddler (12–24 months) | May sway, clap, stomp feet and vocalize to music. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May explore and use musical instruments, especially those that can be hit or shaken to make sounds. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May observe and imitate hand movements to music and finger plays. | Cognitive | B. Phonological Awareness | 1. Imitates novel coordinated motor actions |
| | May join in singing parts of favorite songs. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |

CD66. The younger toddler explores with sensory art materials and uses them to create visual effects.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May smear with finger paint, enjoy spreading glue and paint strokes with a paint brush. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May scribble on paper with crayons and markers held in a fist grasp. | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| | May enjoy the process of creation but show little interest in the result. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May attempt to draw self or other favorite things. Results may be unrecognizable to others. | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | May name a favorite color to use for painting or drawing. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May enjoy squishing and flattening soft play dough and decorating it with small objects. | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |

CD67. The younger toddler begins to use pretend and dramatic play to act out familiar scenes.

| | | | | |
|------------------------------|---|------------------|--|--|
| Young Toddler (12–24 months) | May use hats, bags and clothes for dress up. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May use a toy cup to pretend to drink or talk on a play phone. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May respond playfully to self in mirror. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | May imitate educator behavior such as wiping a table or feeding a baby. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |

CD68. The older toddler responds to and participates in music and dance with increasing skill in rhythm and movement.

| | | | | |
|------------------------------|--|----------------------|--|--|
| Older Toddler (22–33 months) | May move and dance to music, displaying more balance; jump up and down to active music while clapping hands; sway back and forth from one foot to the other when listening to music. | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | May ask for favorite songs and dances by name. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | May attempt to shake musical instruments to the beat of the music. | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | May join in singing all or part of favorite songs and nursery rhymes. | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | May enjoy hopping like a bunny as part of creative movement. | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |

CD69. The older toddler creatively explores and experiments using a variety of sensory materials and art mediums.

| | | | | |
|------------------------------|--|------------------|--|--|
| Older Toddler (22–33 months) | May enjoy experimenting with glue and paint, using a brush and broad strokes on large paper. | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | May tear paper in small pieces. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May experiment using scissors to fringe cut the sides of paper. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May draw marks on paper and say, “Look! A dog!” | Literacy | E. Writing | 1.3 Verbally labels nonrepresentational drawings |
| | May squeeze glue or paint from a container and watch the puddle it makes. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

CD70. The older toddler expands on pretend play and recreates familiar settings through the imaginative use of props and clothing.

| | | | | |
|------------------------------|--|------------------|----------------------------|---|
| Older Toddler (22–33 months) | May use blocks or animals after a visit to a farm or zoo. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May listen to a doll’s “heartbeat” after a visit to the pediatrician. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| | May chat in an animated way on the play phone. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | May join in others’ pretend play games; call out instructions to engage other children in joining. | Social-Emotional | C. Interactions with Peers | 3.2 Joins others in cooperative activity |
| | May talk to or for toys during play. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |

The toddler begins to develop the foundations for social science.

CD 71. The younger toddler follows daily routines and anticipates upcoming routine activities.

| | | | | |
|------------------------------|---|------------------|-----------------------------|---|
| Young Toddler (12–24 months) | May sit at the table when the educator begins to get lunch ready. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May run to the door when told, "Let's get ready to go outside." | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |

CD72. The younger toddler recalls recent events.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May say, "Nana house," after a visit a day or two before to a grandparent. | Cognitive | B. Imitation and Memory | 3.2 Relates recent events with contextual cues |
| | May ask to repeat an activity done the day before (i.e., "Bubbles again!") | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |

CD.73. The younger toddler is able to name self, body parts and significant people.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|---|
| Young Toddler (12–24 months) | May point to self, family members and significant people in photos when asked. | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | May name favorite friends. | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | May greet the educator by name. | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | May point to mouth when asked, "Where's your mouth?" Point to eye and say, "Eye". | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |

CD 74. The younger toddler begins to recognize individual preferences and differences.

| | | | | |
|------------------------------|--|----------------------|---|---|
| Young Toddler (12–24 months) | May notice when another child is playing with a favorite toy and take it away, saying, "Mine!" | Social-Emotional | D. Independent and Group Participation | 4.2 Claims and defends possessions |
| | May select a favorite book to look at again and again. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May run to the educator if a stranger enters the room. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |

CD75. The older toddler begins to explore and become aware of the immediate community.

| | | | | |
|------------------------------|---|------------------|--------------------------------|--|
| Older Toddler (22–33 months) | May say, “Going to the grocery store,” while playing with cars. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May name the stores or people seen on repeated community walks (i.e. “I see the fire station.”) | Literacy | A. Awareness of Print Concepts | 3.2 Recognizes common signs and logos |
| | May make pizza in the dramatic play area. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May make siren sounds while pushing a police car. | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | May pretend to be Mom or Dad while caring for a baby doll. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |

CD76. The older toddler begins to understand rules and routines.

| | | | | |
|------------------------------|---|------------------|--------------------------------|---|
| Older Toddler (22–33 months) | May remind others of the rules, saying, “Gentle touches,” when one child is rough with another. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | May go to hang up coat when coming in from outside. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | May get down from standing on a chair when reminded that she might fall and get hurt. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |

CD77. The older toddler engages in activities that build a basic understanding of words for location and direction.

| | | | | |
|------------------------------|---|------------------|--------------------------------|---|
| Older Toddler (22–33 months) | May pat a chair and tell the educator, “Sit next to me.” | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | May remove hands from the table when the educator says, “Hands off the table. I need to wash it.” | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | May look under the table for a toy when the educator says, “The ball rolled under the table.” | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |

CD78. The older toddler notices similarities and differences in others.

| | | | | |
|------------------------------|---|----------------------|---------------------------|--|
| Older Toddler (22–33 months) | May comment when another child is wearing a shirt like his (“Look! That’s like mine!”). | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | May notice when a visitor has a hearing aid, asking, “What’s that?” | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | May touch another child’s curly blonde hair with curiosity when her hair is black and straight. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

Physical Health and Well Being Development Guidelines

The toddler develops the ability to move the large muscles (gross motor).

PW27. The young toddler moves body, arms and legs with coordination.

| | | | | |
|------------------------------|--|-------------|------------------------------|--|
| Young Toddler (12–24 months) | May walk without help. | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | May climb low objects (chairs, steps). | Gross Motor | B. Movement and Coordination | 4.2 Moves up and down stairs |
| | | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |
| | May walk up and down stairs placing both feet on each step, while holding a hand rail. | Gross Motor | B. Movement and Coordination | 4.1 Walks up and down stairs using support |
| | May sit on a riding toy and push it with both feet. | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |
| | May climb up steps on toddler 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 |

PW28. The young toddler demonstrates large muscle balance, stability, control and coordination.

| | | | | |
|------------------------------|---|-------------|-------------------------------------|-----------------------------------|
| Young Toddler (12–24 months) | May push and pull toys while walking. | Gross Motor | B. Movement and Coordination | 3.3 Walks with two-hand support |
| | May jump into puddles or sandbox. | Gross Motor | B. Movement and Coordination | 6.1 Jumps up and down in place |
| | May kick ball forward. | Gross Motor | C. Active Play | 1.4 Kicks ball |
| | May catch a rolled ball while sitting on the floor. | Gross Motor | A. Body Control and Weight Transfer | 4.4 Sits balanced without support |
| | May walk on tiptoes. | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | May push and pull toys while walking. | Gross Motor | B. Movement and Coordination | 3.3 Walks with two-hand support |
| | May jump into puddles or sandbox. | Gross Motor | B. Movement and Coordination | 6.1 Jumps up and down in place |
| | May kick ball forward. | Gross Motor | C. Active Play | 1.4 Kicks ball |

PW29. The young toddler moves body with purpose to achieve a goal.

| | | | | |
|------------------------------|--|-------------|------------------------------|---|
| Young Toddler (12–24 months) | May enjoy playing on swings, climbers, and slides. | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| | | Gross Motor | C. Active Play | 2.3 Goes down small slide |
| | May walk across the room to greet someone. | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | May climb on a chair or something to reach toys or objects out of reach. | Cognitive | D. Reasoning | 1. Uses object to obtain another object |
| | May try to pedal a tricycle. | Gross Motor | C. Active Play | 3.2 Pedals and steers tricycle |

MA Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
PW30. The older toddler moves body, arms and legs with coordination.

| | | | | |
|------------------------------|--|-------------|------------------------------|---|
| Older Toddler (22–33 months) | May walk fast and well. | Gross Motor | B. Movement and Coordination | 5.2 Walks fast |
| | Seldom falls. | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | May stand and walk on tip toes. | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | May walk backwards. | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | May walk up stairs holding a hand or railing. | Gross Motor | B. Movement and Coordination | 4.1 Walks up and down stairs using support |
| | May walk, run with control, climb well, throw a ball with aim. | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |
| | | Gross Motor | B. Movement and Coordination | 5.1 Runs |
| | | Gross Motor | C. Active Play | 1.5 Throws ball overhand at target with one hand |
| | | Gross Motor | C. Active Play | 1.6 Throws or rolls ball at target with two hands |
| | | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| | May catch a ball by trapping it with arms and hands. | Gross Motor | C. Active Play | 1.3 Catches ball |

PW31. The older toddler demonstrates large muscle balance, stability, control and coordination.

| | | | | |
|------------------------------|--|------------------|--|--|
| Older Toddler (22–33 months) | May jump in place. | Gross Motor | B. Movement and Coordination | 6.1 Jumps up and down in place |
| | May balance on one foot for a second or two. | Gross Motor | B. Movement and Coordination | 7.2 Hops forward on one foot |
| | Engages in creative movement and dance spontaneously and when prompted by music or adult cues. Ex. “Let’s march to this music,” “Can you dance to this music?” | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |

PW32. The older toddler moves body with purpose to achieve a goal.

| | | | | |
|------------------------------|-------------------------------------|-------------|------------------------------|--------------------------------|
| Older Toddler (22–33 months) | May ride tricycle. | Gross Motor | C. Active Play | 3.2 Pedals and steers tricycle |
| | May create simple block structures. | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | May push foot into shoe. | Adaptive | C. Dressing and Undressing | 2.6 Puts on shoes |
| | May take off shoes. | Adaptive | C. Dressing and Undressing | 1.5 Takes off shoes |

The toddler develops an ability to control and refine small muscles (fine motor).

PW33. The young toddler coordinates eye and hand movements.

| | | | | |
|------------------------------|--|------------|------------------------------|--|
| Young Toddler (12–24 months) | May put puzzle pieces into place. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May dig in sand with spoon or shovel. | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | May tear tissue paper into small pieces. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May stack one or three blocks. | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | May put shapes into shape sorter. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May put large pegs in holes. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |

PW34. The young toddler controls small muscles in hand.

| | | | | |
|------------------------------|--|-------------|------------------------------|---|
| Young Toddler (12–24 months) | May hold marker with thumb and finger. | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |
| | May throw a ball attempting to aim. | Gross Motor | C. Active Play | 1.5 Throws ball overhand at target with one hand |
| | | Gross Motor | C. Active Play | 1.6 Throws or rolls ball at target with two hands |
| | May squeeze water out of a sponge. | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |

PW35. The older toddler coordinates eye and hand movements.

| | | | | |
|------------------------------|--|------------|------------------------------|--|
| Older Toddler (22–33 months) | May complete a puzzle. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May build a tower using 3 to 6 blocks. | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | May put shapes into shape sorter. | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | May put a cap back on a big marker. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May hit pegs with small hammer. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |

PW36. The older toddler controls small muscles in hand.

| | | | | |
|------------------------------|--|-------------|-------------------------|--|
| Older Toddler (22–33 months) | May hold marker with thumb and fingers, make controlled scribbles – vertical and horizontal strokes. | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | May throw a ball attempting to aim. | Gross Motor | C. Active Play | 1.5 Throws ball overhand at target with one hand |
| | | Gross Motor | C. Active Play | 1.6 Throws or rolls ball at target with two hands |
| | May unbutton large buttons. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | May unzip large zippers. | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | May turn pages of books. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | May try to cut paper with scissors. | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |

The toddler develops skills that will become healthy practices for life.

PW37. The young toddler participates in physical care routines.

| | | | | |
|------------------------------|--|----------|---------------------------|---|
| Young Toddler (12–24 months) | May use tissue to wipe nose with help. | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose |
| | May wash and dry his hands with help. | Adaptive | B. Personal Care Routines | 2.2 Washes and dries hands |
| | May brush his teeth with help. | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose |

PW38. The young toddler begins to develop toileting and dressing skills.

| | | | | |
|------------------------------|---|------------------|-----------------------------|--|
| Young Toddler (12–24 months) | May pull at his pants or give other signs he needs to use the toilet. | Adaptive | B. Personal Care Routines | 1.3 Indicates awareness of soiled and wet pants or diapers |
| | May help caregiver when being dressed. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | May pull off socks. | Adaptive | C. Dressing and Undressing | 1.6 Takes off socks |

PW39. The young toddler follows familiar sleep routines.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May find their toy or blanket when naptime comes. | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | May ask for a bedtime story. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |

PW40. The young toddler's lifestyle is characterized by active, physical play.

| | | | | |
|------------------------------|--|------------------|------------------------------|--|
| Young Toddler (12–24 months) | May initiate chasing games. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May spend much of his outdoor time on riding toys. | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |
| | May like wading pools. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May climb on everything. | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |

PW41. The young toddler begins to practice healthy and safe behaviors.

| | | | | |
|------------------------------|--|----------------------|--------------------------------|--|
| Young Toddler (12–24 months) | May cooperate with safety instructions like holding caregiver's hand when crossing street. | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | May respond to "hot" or "stop" or other attempts to protect toddler from dangerous situations. | Social-Communication | B. Communicative Understanding | 2.2 Responds to single-word directive |
| | | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |

PW42. The young toddler demonstrates the stamina and energy to participate in daily activities.

| | | | | |
|------------------------------|---|------------------|-----------------------------|---|
| Young Toddler (12–24 months) | May take one nap during the day. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May sustain physical activity for a long period of time. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May explore a playground with vigor and interest for at least 20 minutes. | Gross Motor | C. Active Play | 2.2 Climbs play equipment |

PW43. The young toddler engages in a variety of physical activities.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|--|
| Young Toddler (12–24 months) | May walk, run, gallop, dance and jump. | Gross Motor | B. Movement and Coordination | 3 (All) |
| | | Gross Motor | B. Movement and Coordination | 5 (All) |
| | | Gross Motor | B. Movement and Coordination | 6 (All) |
| | | Gross Motor | B. Movement and Coordination | 7.1 Gallops |
| | May prefer to stand at activities rather than sit. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

PW44. The older toddler participates in physical care routines.

| | | | | |
|------------------------------|--|----------|---------------------------|---|
| Older Toddler (22–33 months) | May get tissue to wipe nose. | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose |
| | May wash and dry his hands by himself. | Adaptive | B. Personal Care Routines | 2.2 Washes and dries hands |
| | May brush his teeth by himself. | Adaptive | B. Personal Care Routines | 3.1 Completes some steps to brush teeth, comb hair, and wipe nose |

PW45. The older toddler develops self-help skills.

| | | | | |
|------------------------------|---|----------------------|----------------------------|--|
| Older Toddler (22–33 months) | May recognize thirst and ask for drink. | Adaptive | D. Personal Safety | 1.1 Communicates internal distress, discomfort, or pain to adult |
| | May use words to express choice of food. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | May try to use a fork to eat. | Adaptive | A. Eating and Drinking | 3.1 Brings food to mouth with eating utensil |
| | May drink from an open cup, without spilling. | Adaptive | A. Eating and Drinking | 4. Drinks from open-mouth container |
| | May zip and unzip his jacket. | Adaptive | C. Dressing and Undressing | 1.1 Unfastens clothing |
| | May try to dress herself. | Adaptive | C. Dressing and Undressing | 2. Selects appropriate clothing and dresses self |

PW46. The older toddler follows familiar sleep routines.

| | | | | |
|------------------------------|------------------------------|------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May ask for a bedtime story. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
|------------------------------|------------------------------|------------------|-----------------------------|---|

PW47. The older toddler's lifestyle is characterized by active, physical play.

| | | | | |
|------------------------------|--|------------------|----------------------------|--|
| Older Toddler (22–33 months) | May request to play chasing games. | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | May spend much of his outdoor time on riding toys. | Gross Motor | C. Active Play | 3.2 Pedals and steers tricycle |
| | | Gross Motor | C. Active Play | 3.3 Pushes riding toy with feet while steering |
| | May climb on everything. | Gross Motor | C. Active Play | 2.2 Climbs play equipment |

PW48. The older toddler begins to practice healthy and safe behaviors.

| | | | | |
|------------------------------|--|----------|--------------------|---|
| Older Toddler (22–33 months) | May cooperate with safety instructions like holding caregiver's hand when crossing street. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | May use a bike helmet for riding a tricycle. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |

PW49. The older toddler demonstrates the stamina and energy to participate in daily activities.

| | | | | |
|------------------------------|---|------------------|-----------------------------|---|
| Older Toddler (22–33 months) | May take one short nap during the day. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May sustain play for long period of time during day. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | May explore a playground with vigor and interest for at least 20 minutes. | Gross Motor | C. Active Play | 2.2 Climbs play equipment |

PW50. The older toddler engages in a variety of physical activities.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|--|
| Older Toddler (22–33 months) | May walk, run, gallop, dance and jump. | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | | Gross Motor | B. Movement and Coordination | 5. Runs while avoiding people, furniture, or other objects |
| | | Gross Motor | B. Movement and Coordination | 5.1 Runs |
| | | Gross Motor | B. Movement and Coordination | 6 (All) |
| | | Gross Motor | B. Movement and Coordination | 7.1 Gallops |
| | May prefer to stand at activities rather than sit. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |

The toddler develops sensorimotor skills (children use their senses: sight, hearing, smell, taste and touch, to guide and integrate their interactions.)**PW51. The young toddler will show increased visual ability and perception.**

| | | | | |
|------------------------------|---|-----------|------------------------|--|
| Young Toddler (12–24 months) | May explore the environment with mouth and hands. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May become excited while hearing music and dancing. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May explore and respond to different surface textures (hard top tables, soft cushions). | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

PW53. The older toddler will show increased visual ability and perception.

| | | | | |
|------------------------------|--|-------------|------------------------------|-----------------------------------|
| Older Toddler (22–33 months) | May track moving items and catch them. | Gross Motor | C. Active Play | 1.3 Catches ball |
| | May jump from high surfaces. | Gross Motor | B. Movement and Coordination | 6.2 Jumps down from low structure |
| | May stop themselves at the climber. | Gross Motor | C. Active Play | 2.2 Climbs play equipment |

PW54. The older toddler will show increased integration of sensory stimulation.

| | | | | |
|------------------------------|---|------------------|--|--|
| Older Toddler (22–33 months) | May ignore sounds in the environment when engaged with an activity. | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | May become excited while hearing music and dancing. | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | May explore and respond to different surface textures such as rough and soft dough. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

Approaches to Learning Guidelines

The toddler shows eagerness and curiosity as a learner.

AL11. The young toddler expands his exploration of the environment.

| | | | | |
|------------------------------|---|------------------|--|--|
| Young Toddler (12–24 months) | May begin to explore the environment independently. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May move toward people and objects that interest him. | 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 |
| | May seek to learn new skills. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | May start his own activities. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |

AL12. The young toddler shows curiosity in new and familiar objects.

| | | | | |
|------------------------------|--|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May begin to use facial expressions to show excitement. | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | May point to unfamiliar objects and look to educators to explain what it is. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May try new art materials such as play dough or finger painting. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | May start to show more intentionality in their play. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |

AL13. The older toddler expands his exploration of the environment.

| | | | | |
|------------------------------|--|------------------|--|---|
| Older Toddler (22–33 months) | May become more confident in his ability to explore independently. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | May play beside other children and imitate their play. | Social-Emotional | C. Interactions with Peers | 1.3 Plays near one or two peers |
| | May imitate adult activities such as reading a magazine or helping to set the table. | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | May enjoy doing jobs. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

AL14. The older toddler shows curiosity in new and familiar objects.

| | | | | |
|------------------------------|---|----------------------|---|--|
| Older Toddler (22–33 months) | May seek more information about people and things around them i.e. study an object carefully. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | May use familiar objects in new ways i.e. may develop an interest in sorting and patterns. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | May choose their own activities more consistently. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | May show pleasure in accomplishments. | Social-Emotional | B. Social-Emotional Expression and Regulation | 3. Makes positive statements about self or accomplishments |
| | May talk about what they want to do. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

The toddler becomes intentional and persistent in their learning and discovery.

AL15. The young toddler attends for longer periods of time and persists at preferred activities.

| | | | | |
|------------------------------|---|----------------------|-------------------------------|---|
| Young Toddler (12–24 months) | May enjoy hearing the same music and making the same movements over and over again. | Social-Communication | A. Early Social Communication | 4.3 Expresses desire to continue activity |
| | May insist on what clothing he wants to wear. | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | May request to hear the same book repeatedly. | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | May persist at puzzles, shape sorters, pegboards until he finishes the task. | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | May keep trying even when something doesn't work. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

AL16. The young toddler begins to take risks.

| | | | | |
|------------------------------|---|------------------|---|---|
| Young Toddler (12–24 months) | May use trial and error to solve a problem. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | May begin to interact with new people. | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | May explore freely without an adult nearby. | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | May take on challenges i.e. a new game with new rules; a toy that takes a new skill to operate. | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |

AL17. The older toddler attends for longer periods of time and persists at preferred activities.

| | | | | |
|------------------------------|---|------------------|--|--|
| Older Toddler (22–33 months) | May work longer to fulfill a goal i.e. put on shoes, complete a puzzle. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | May spend longer periods of time working with one educator. | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | May keep working on activities even if he encounters problems. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | May work on tasks in “busy” environments. | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | May cooperate with other children to reach a goal. | Social-Emotional | C. Interactions with Peers | 3. Maintains cooperative activity |
| | May want to complete activities. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |

AL18. The older toddler begins to take risks.

| | | | | |
|------------------------------|---|------------------|---|---|
| Older Toddler (22–33 months) | May show confidence in their own abilities “me do it!” | Social-Emotional | B. Social-Emotional Expression and Regulation | 3. Makes positive statements about self or accomplishments |
| | May try many different ways of doing things in order to reach a goal. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | May develop new interests. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | May seek help from others. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | May insist on feeding themselves and pouring juice. | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|------------------|---|--|
| Preschool and Kindergarten Guidelines | | | |
| Social and Emotional Development and Approaches to Play and Learning | | | |
| Self-Awareness | | | |
| Understanding and Expression of Emotions | | | |
| SEL1: The child will be able to recognize, identify, and express his/her emotions. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1.2 Identifies/labels own emotions |
| Self-Perception/Self-Concept | | | |
| SEL2: The child will demonstrate accurate self-perception. | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Self-Efficacy (Confidence/Competence) | | | |
| SEL3: The child will demonstrate self-efficacy (confidence/competence). | Social-Emotional | B. Social-Emotional Expression and Regulation | 3. Makes positive statements about self or accomplishments |
| Self-Management | | | |
| SEL4: The child will demonstrate impulse control and stress management. | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| Social Awareness | | | |
| Empathy | | | |
| SEL5: The child will display empathetic characteristics. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| Recognition of Diversity and Demonstration of Respect for Others | | | |
| SEL6: The child will recognize diversity and demonstrate respect for others. | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|----------------------|---|---|
| Relationship Skills | | | |
| Interpersonal Communication | | | |
| SEL7: The child will demonstrate the ability to communicate with others in a variety of ways. | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| Social Relationships | | | |
| SEL8: The child will engage socially, and build relationships with other children and with adults. | Social-Emotional | A. Interactions with Adults | 2. Maintains social interaction with familiar adult |
| Conflict Management | | | |
| SEL9: The child will demonstrate the ability to manage conflict. | Social-Emotional | D. Independent and Group Participation | 4. Resolves conflicts using negotiation |
| Seeking and Offering Help | | | |
| SEL10: The child will demonstrate the ability to seek help and offer help. | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| Responsible Decision Making | | | |
| Personal, Social, and Ethical Responsibility | | | |
| SEL11: The child will demonstrate beginning personal, social, and ethical responsibility | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| Reflection and Evaluation | | | |
| SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his/her actions and decisions. | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|------------------|--|--|
| Approaches to Play and Learning | | | |
| Initiative, self-direction, and independence | | | |
| APL 1: The child will demonstrate initiative, self-direction, and independence. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Eagerness and Curiosity as a Learner | | | |
| APL 2: The child will demonstrate eagerness and curiosity as a learner. | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| Focus and Persistence | | | |
| APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Creativity | | | |
| APL4: The child will demonstrate creativity in thinking and use of materials. | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| Cooperative Play and Learning | | | |
| APL5: The child will cooperate with others in play and learning. | Social-Emotional | C. Interactions with Peers | 3. Maintains cooperative activity |
| Problem Solving | | | |
| APL6: The child will seek multiple solutions to a question, task, or problem. | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| Organizational Skills | | | |
| APL7: The child will demonstrate organizational skills. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Retain and Recall Information | | | |
| APL8: The child will be able to retain and recall information. | Cognitive | B. Imitation and Memory | 3. Relates past events |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|------------------|---------------------------------------|--|
| English Language Learners | | | |
| Reading: Literature (RL) | | | |
| Key Ideas and Details | | | |
| RL.PK.1 (MA). With prompting and support, ask and answer questions about a story or poems read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RL.PK.2. With prompting and support, retell a sequence of events from a story read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| RL.K.2. With prompting and support, retell familiar stories, including key details. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| RL.PK.3 With prompting and support, act out characters and events from a story or poem read aloud. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | Literacy | D. Vocabulary and Story Comprehension | 1.2 Locates familiar objects, people, events, and actions in picture books |
| Craft and Structure | | | |
| RL.PK.4. With prompting and support, ask, and answer questions about unfamiliar words in a story or poem read aloud. (See Language standards 4–6 on applying knowledge of vocabulary to reading.) | Literacy | D. Vocabulary and Story Comprehension | 3. Demonstrates understanding of abstract story vocabulary |
| RL.K.4. Ask and answer questions about unknown words in a text. (See kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.) | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RL.PK.5. Show awareness of the rhythmic structure of a poem or song by clapping or movement. | Literacy | B. Phonological Awareness | 1.1 Identifies rhyming words |
| RL.K.5. Recognize common types of texts and characteristics of their structure (e.g., story elements in storybooks; rhyme, rhythm, and repetition in poems). | Literacy | B. Phonological Awareness | 1.1 Identifies rhyming words |
| RL.PK.6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds. | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| RL.K.6. With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. | Literacy | D. Vocabulary and Story Comprehension | 3.3 Demonstrates understanding of vocabulary associated with early literacy concepts |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|------------------|---------------------------------------|---|
| Integration of Knowledge and Ideas | | | |
| RL.PK.7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. | Literacy | D. Vocabulary and Story Comprehension | 2.1 Makes predictions about what will happen next in story |
| RL.K.7. Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| RL.PK.8. (Not applicable.) | | | |
| R.L.K.8. (Not applicable.) | | | |
| RL.PK.9. With prompting and support, make connections between a story or poem and one's own experiences. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Range of Reading and Level of Text Complexity | | | |
| RL.PK.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| Reading: Informational Text (RI) | | | |
| Key Ideas and Details | | | |
| RI.PK.1. With prompting and support, ask and answer questions about an informational text read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.PK.2. With prompting and support, recall important facts from an informational text after hearing it read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| RI.PK.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop). | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|---------------------------------------|--|
| Craft and Structure | | | |
| RI.PK.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.PK.5. Standard begins in Kindergarten or when the individual child is ready. | | | |
| RI.K.5. Identify the front cover, back cover, and title page of a book. | Literacy | D. Vocabulary and Story Comprehension | 3.3 Demonstrates understanding of vocabulary associated with early literacy concepts |
| RI.PK.6. With prompting and support “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant). | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Literacy | D. Vocabulary and Story Comprehension | 3.2 Demonstrates understanding of title, author, and illustrator |
| Integration of Knowledge and Ideas | | | |
| RI.PK. 7. With prompting and support, describe important details from an illustration or photograph. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| RI.PK. 8: (Begins in kindergarten or when the individual child is ready.) | | | |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| RI.PK.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator. | Literacy | D. Vocabulary and Story Comprehension | 3.3 Demonstrates understanding of vocabulary associated with early literacy concepts |
| RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| Range of Reading and Level of Text Complexity | | | |
| RI.PK.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| RI.K.10. Actively engage in group reading activities with purpose and understanding. | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|--------------------------------|---|
| Reading: Foundational Skills (RF) | | | |
| Print Concepts | | | |
| F.PK.1: With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back. b. (Begins in kindergarten or when the individual child is ready.) c. (Begins in kindergarten or when the individual child is ready.) d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name. | 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 |
| F.K. 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. | Literacy | A. Awareness of Print Concepts | 2. Demonstrates understanding that text is read in one direction and from top to bottom of page |
| Phonological Awareness | | | |
| F.PK.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/). b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence. c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound. d. (Begins in kindergarten or when the individual child is ready.) e. (Begins in kindergarten or when the individual child is ready.) | Literacy | B. Phonological Awareness | 1.1 Identifies rhyming words |
| F.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|-------------|---------------------------------------|--|
| Phonics and Word Recognition | | | |
| F.PK.3. Demonstrate beginning understanding of phonics and word analysis skills. a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”). b. (Begins in kindergarten or when the individual child is ready.) c. Recognize their own name and familiar common signs and labels (e.g., STOP). d. (Begins in kindergarten or when the individual child is ready.) | Literacy | B. Phonological Awareness | 4.5 Produces words that begin with specified sound |
| F.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Literacy | B. Phonological Awareness | 2. Reads simple CVC and sight word text |
| Fluency | | | |
| F.PK.4. See K standard (Begins in kindergarten or when the individual child is ready.) Activities included here are meant to build a foundation for the K standard. | | | |
| F.K.4. Read early-emergent-reader texts with purpose and understanding. | Literacy | D. Vocabulary and Story Comprehension | 1. Demonstrates understanding that pictures represent text |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|------------------|--------------------------------|---|
| Writing (W) | | | |
| Text Types and Purposes | | | |
| W.PK.1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen”). | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| W.PK.2. Use a combination of dictating and drawing to supply information about a topic. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about the topic. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| W.PK.3. Use a combination of dictating and drawing to tell a story. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| Production and Distribution of Writing | | | |
| W.PK.4. (Begins in grade 1.) | | | |
| W.K.4. (Begins in grade 1.) | | | |
| W.PK.5. (Begins in kindergarten or when the individual child is ready.) | | | |
| W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. a. (Begins in Grade 3). b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4-6). | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| W.PK.6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words. | Fine Motor | D. Use of Electronic Devices | 1. Uses finger to interact with electronic device |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | Literacy | D. Use of Electronic Devices | 1. Uses finger to interact with electronic device |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|--|--|
| Research to Build and Present Knowledge | | | |
| W.PK.7. (Begins in kindergarten or when the individual child is ready.) | | | |
| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Social-Emotional | D. Independent and Group Participation | 2. Interacts appropriately with others during large-group activities |
| W.PK.8. (Begins in kindergarten or when the individual child is ready.) | | | |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| W.PK.9. (Begins in grade 4.) | | | |
| W.K.9. (Begins in grade 4.) | | | |
| W.PK.10. (Begins in kindergarten or when the individual child is ready.) | | | |
| W.K.10. Write or dictate writing routinely for a range of tasks, purposes, and audiences. | Literacy | E. Writing | 1.1 Dictates description of drawing |
| Speaking & Listening (SL) | | | |
| Comprehension and Collaboration | | | |
| SL.PK.1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways). b. Continue a conversation through multiple exchanges. | Social-Communication | D. Social Use of Language | 3.4 Alternates between speaker and listener roles during conversations with others |
| SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. | Social-Communication | D. Social Use of Language | 3.4 Alternates between speaker and listener roles during conversations with others |
| SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g. watch a video about birds and their habitats and make drawings or constructions of birds and their nests). | Cognitive | B. Imitation and Memory | 3.3 Relates events immediately after they occur |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Literacy | D. Vocabulary and Story Comprehension | 2.2 Answers and asks questions related to story |
| SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|-----------------------------|---|
| Presentation of Knowledge and Ideas | | | |
| SL.PK.4. Describe personal experiences; tell stories. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| SL.PK.5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others. | Literacy | E. Writing | 2.1 Makes representational drawings |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | Literacy | E. Writing | 2.1 Makes representational drawings |
| SL.PK.6. Speak audibly and express thoughts, feelings, and ideas. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|-----------------------------|--|
| Language (L) | | | |
| Conventions of Standard English | | | |
| L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10 (see pre-kindergarten mathematics standards for Counting and Cardinality). | Social-Communication | C. Communicative Expression | 2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences |
| | Social-Communication | C. Communicative Expression | 3.1 Uses irregular past tense of common verbs |
| L.K.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously. Sentence Structure and Meaning a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context number 0-100 (see kindergarten mathematics standards for Counting and Cardinality). b. Form questions that seek additional information, rather than a simple yes/no answer. Word Usage c. Form regular plural nouns orally by adding /s/ or /es/. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| L.PK.2. (Begins in kindergarten.) | | | |
| L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Print upper- and lowercase letters. b. Capitalize the first word in a sentence and the pronoun I. c. Recognize and name end punctuation. d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. f. Write numbers 0-20 (see kindergarten mathematics standards for Counting and Cardinality). | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|----------------------|-----------------------------|---|
| Vocabulary Acquisition and Use | | | |
| L.PK.3. (Begins in grade 2.) | | | |
| L.K.3. (Begins in grade 2.) | | | |
| L.PK.4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad). | Social-Communication | C. Communicative Expression | 4.1 Asks <i>wh-</i> questions |
| L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| L.PK.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture). b. (Begins in kindergarten.) c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy). | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| L.K.6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|--------------------------------|--|
| Mathematics | | | |
| Counting and Cardinality (CC) | | | |
| Know number names and the count sequence | | | |
| PK.CC.1. Listen to and say the names of numbers in meaningful contexts. | Math | A. Counting | 1.2 Recites numbers 1–3 |
| K.CC.1. Count to 100 by ones and by tens Recognize the “one more” and “ten more” pattern of counting. | Math | A. Counting | 4. Skip counts by tens to 100 |
| PK.CC.2. Recognize and name written numerals 0–10. | Math | A. Counting | 2. Counts out 10 items |
| K.CC.2. Count forward, beginning from a given number within the known sequence (instead of having to begin at 1). | Math | A. Counting | 3. Counts out 20 items |
| Count to tell the number of objects | | | |
| PK.CC.3. Understand the relationships between numerals and quantities up to ten. | Math | B. Quantitative Relations | 2.2 Creates equivalent sets of 10 items |
| K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). | Math | C. Reading and Writing Numbers | 3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20 |
| PK.CC.4 Count many kinds of concrete objects and actions up to ten, recognizing the “one more”, “one less” patterns, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration. | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. | Math | A. Counting | 3.1 Counts 20 items to determine “How many?” |
| PK.CC.5 Use comparative language, such as more/less than, equal to, to compare and describe collections of objects. | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. | Math | A. Counting | 3.1 Counts 20 items to determine “How many?” |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|-------------|-----------------------------|--|
| Compare Numbers | | | |
| K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to ten objects, e.g., by using matching and counting strategies. | Math | B. Quantitative Relations | 2.2 Creates equivalent sets of 10 items |
| K.CC.7. Compare two numbers between 1 and 10 presented as written numerals. | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| Operations and Algebraic Thinking (OA) | | | |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | |
| PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five. | Math | D. Addition and Subtraction | 1.1 Solves picture or object addition problems using shortcut sum strategy |
| K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [Note: Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards)] | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| | Math | D. Addition and Subtraction | 2.3 Demonstrates understanding of concept of subtraction |
| No PK standard | | | |
| K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Math | D. Addition and Subtraction | 2.1 Solves picture or object subtraction problems with set of 10 or less |
| No PK standard | | | |
| K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| No PK standard | | | |
| K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| No PK standard | | | |
| K.OA.5. Fluently add and subtract within 5 including zero. | Math | D. Addition and Subtraction | 2.1 Solves picture or object subtraction problems with set of 10 or less |
| Number and Operations in Base Ten (NBT) | | | |
| Work with numbers 11–19 to gain foundations for place value | | | |
| PK.NBT.1. no standard | | | |
| K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | Math | D. Addition and Subtraction | 1.5 Demonstrates understanding of concept of addition |
| | Math | D. Addition and Subtraction | 2.3 Demonstrates understanding of concept of subtraction |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|-------------|-------------------------|--|
| Measurement and Data (MD) | | | |
| Describe and compare measurable attributes | | | |
| PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow). | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Connections: to PKCC #3 and #5, PK G #1. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| PK.MD.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount. Connection : PK.CC.C.5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects. | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Connection: K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. [Note: Include groups with up to ten objects.] | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| Classify objects and count the number of objects in each category | | | |
| PK.MD.3. Sort, categorize, and classify objects by more than one attribute. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count for category counts up to and including 10. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| Work with Money | | | |
| PK. MD.4. Recognize that certain objects are coins and that dollars and coins represent money. Connection: History and Social Science/Economics strand. | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| NO K.MD.4 Standard for working with money. Extend PK.MD.4 learning. | | | |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|----------------------------------|
| Geometry (G) | | | |
| Identify and Describe Shapes (squares, circles, triangles, rectangles) | | | |
| PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart). | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| K.G.1. Describe objects in the environment using names of shapes, and Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| PK.G.2. Identify various two-dimensional shapes using appropriate language. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| K.G.2. Correctly name shapes regardless of their orientations or overall size. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| Analyze, Compare, Create, And Compose Shapes | | | |
| PK.G.3. Create and Represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks). | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat" or three-dimensional, "solid"). | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| NO PK.G.4. standard. | | | |
| K.G.4. Analyze and Compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| NO P.K.G.5 standard | | | |
| K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| NO PK.G.6 standard | | | |
| K.G.6. Compose simple shapes to Form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|--|--|
| Science and Technology/Engineering | | | |
| Earth and Space Sciences | | | |
| ESS1 Earth's Place in the Universe | | | |
| PreK-ESS1-1 (MA). Demonstrate awareness that the moon can be seen in the daytime and at night, and of the different apparent shapes of the moon over a month. Clarification Statement: The names of moon phases or sequencing moon phases is not expected. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| PreK-ESS1-2 (MA). Observe and use evidence to describe that the sun is in different places in the sky during the day. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| ESS2 Earth's Systems | | | |
| PreK-ESS2-1 (MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| K-ESS2-1. Use and share quantitative observations of local weather conditions to describe patterns over time. [Clarification Statements: • Examples of quantitative observations could include numbers of sunny, windy and rainy days in a month, and relative temperature. • Quantitative observations should be limited to whole numbers.] | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| PreK-ESS2-2 (MA). Observe and classify non-living materials, natural and human made, in the local environment. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment. Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digging holes in the ground and tree roots that break concrete. | Cognitive | 4.2 Demonstrates knowledge of properties of change resulting from investigations | 4.2 Demonstrates knowledge of properties of change resulting from investigations |
| PreK-ESS2-3 (MA). Explore and describe different places water is found in the local environment. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| *Note: No K ESS2-3 | | | |
| PreK-ESS2-4 (MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow, or rain, and higher or lower temperature. | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| *Note: No K-ESS2-4 | | | |
| PreK-ESS2-5 (MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes. Clarification Statement: Descriptions of the weather can include sunny, cloudy, rainy, warm, windy, and snowy. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|-------------|-------------------------|--|
| *Note: No K-ESS2-5 | | | |
| PreK-ESS2-6 (MA). Provide examples of the impact of weather on living things. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Clarification statement: Make connections between the weather and what they wear and can do and the weather and the needs of plants and animals for water and shelter. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| *Note: No KESS2-6 | | | |
| ESS3 Earth and Human Activity | | | |
| PreK-ESS3-1 (MA). Engage in discussion and raise questions using examples about local resources, (including soil and water) humans use to meet their needs. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| *Note: K-ESS3-1 from NGSS is not included. | | | |
| PreK-ESS3-2 (MA). Observe and discuss the impact of people’s activities on the local environment. | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| K-ESS3-2. Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| *Note: No PreK-ESS3-3 | | | |
| K-ESS3-3. Communicate solutions to reduce the amount of natural resources an individual uses. * Clarification Statement: Examples of solutions could include reusing paper to reduce the number of trees cut down and recycling cans and bottles to reduce the amount of plastic or metal used. | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |
| Life Science | | | |
| LS1 From Molecules to Organisms: Structures and Processes | | | |
| Pre-K-LS1-1 (MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts. Clarification Statement: Examples can include comparison of humans having two legs and horses four, but both use legs to move. | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| PreK-LS1-2 (MA) Explain that most animals have five senses they use to gather information about the world around them. | Cognitive | E. Scientific Discovery | 3.1 Draws on prior knowledge to guide investigations |
| K-LS1-2 (MA) Recognize that all plants and animals grow and change over time. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| PreK-LS1-3 (MA). Use their five senses in their exploration and play to gather information. | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|---|
| LS2 Ecosystems: Interactions, Energy, and Dynamics | | | |
| PK-LS2-1 (MA). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Note: * No K-LS2-1 | | | |
| PK-LS2-2 (MA). Using evidence from the local environment to explain how familiar plants and animals meet their needs where they live. Clarification Statements: <ul style="list-style-type: none"> Basic needs include water, food, air, shelter, and, for most plants, light. Examples of evidence can include squirrels gathering nuts for the winter and plants growing in the presence of sun and water. The local environment includes the area around the student's school, home, or adjacent community. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Note: *No K-LS2-2 | | | |
| PK-LS2-3 (MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Note: *No K-LS2-3 | | | |
| LS3 Variation of Traits | | | |
| PreK-LS3-1 (MA). Use observations to explain that young plants and animals are like but not exactly like their parents. Clarification Statement: Examples of observations include puppies that look similar but not exactly the same as their parents. | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| Note: * No K-LS3-1 | | | |
| PreK-LS3-2(MA). Use observations to recognize differences and similarities among themselves and their friends. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Note: * No K-LS3-2 | | | |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|-------------|-------------------------|---|
| Physical Science | | | |
| PS1 Matter and Its Interactions | | | |
| PreK-PS1-1 (MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa. | Cognitive | E. Scientific Discovery | 2.1 Generates specific questions for investigation |
| K-PS1-1(MA). Investigate and communicate the idea that different kinds of materials can be solid or liquid depending on temperature. Clarification Statements: <ul style="list-style-type: none"> Materials chosen must exhibit solid and liquid states in a reasonable temperature range for Kindergarten students (e.g., 0-80°F), such as water, crayons or glue sticks. Only a qualitative description of temperature, such as hot, warm, and cool, is expected. | Cognitive | E. Scientific Discovery | 4.1 Communicates results of investigations |
| PreK-PS1-2 (MA). Investigate natural and human-made objects to describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Note: * No K-PS1-2 | | | |
| PreK-PS1-3 (MA). Differentiate between the properties of an object and those of the material of which it is made. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Note: * No K-PS1-3 | | | |
| PreK-PS1-4 (MA). Recognize through investigation that physical objects and materials can change under different circumstances. Clarification statement: Changes include building up or breaking apart, mixing, dissolving, or changing state. | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of change resulting from investigations |
| Note: *No K-PS1-4 | | | |
| PS2 Motion and Stability: Forces and Interactions | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of change resulting from investigations |
| PreK-PS2-1 (MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled. | Cognitive | E. Scientific Discovery | 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes |
| K-PS2-1. Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. Clarification Statements: <ul style="list-style-type: none"> Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other. Comparisons should be on different relative strengths or different directions, not both at the same time. Non-contact pushes or pulls such as those produced by magnets are not expected.] | Cognitive | E. Scientific Discovery | 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|---|
| PreK-PS2-2 (MA). Through experience, develop awareness of factors that influence whether things stand or fall. Clarification statement: Examples of factors in children’s construction play include using a broad foundation when building, considering the strength of materials, and using balanced weight distribution in a block building. | Cognitive | E. Scientific Discovery | 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes |
| *Note: K-PS2-2 from NGSS is not included. | | | |
| PS3 Energy | | | |
| *Note: No PreK-PS3-1 or –2 | | | |
| K-PS3-1. Make observations to determine that sunlight warms materials on Earth’s surface. Clarification Statement: Examples of materials on Earth’s surface could include sand, soil, rocks, and water. Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| K-PS3-2. Use tools and materials to design and build a prototype of a structure that will reduce the warming effect of sunlight on an area. * | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| PS4 Waves and Their Applications in Technologies for Information Transfer | | | |
| Note: *No K-PS4-1 | | | |
| PreK-PS4-1 (MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch. | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of change resulting from investigations |
| PreK-PS4-2 (MA). Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Note: *No K-PS4-1 or –2 | | | |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|------------------|---------------------------------------|---|
| History and Social Science | | | |
| History | | | |
| PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents' Day E. Thanksgiving | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| PreK-K.2 Put events in their own and their families' lives in temporal order. (H) | Cognitive | B. Imitation and Memory | 3. Relates past events |
| Geography | | | |
| PreK-K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G) | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school. (G) | Social-Emotional | E. Meeting Social Expectations | 4. Relates identifying information about self |
| Civics and Government | | | |
| PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C) | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C) | Social-Emotional | E. Meeting Social Expectations | 3.1 Seeks adult permission when appropriate |
| PreK-K.7 Demonstrate understanding that there are important American symbols by identifying A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C) | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|------------------|--------------------------------|--|
| Economics | | | |
| PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E) | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E) | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| PreK-K.10 Give examples of the things that people buy with the money they earn. (E) | Social-Emotional | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|------------------|--------------------------------|---|
| Comprehensive Health | | | |
| Physical Health | | | |
| Growth and Development | | | |
| Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and acquire skills to promote and maintain positive growth and development. | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| Physical Activities and Fitness | | | |
| Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and use principles of training and conditioning, learn biomechanics and exercise physiology, and apply the concept of wellness to their lives. | Fine Motor | B. Functional Skill Use | All |
| Nutrition | | | |
| Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases. | Social-Emotional | E. Meeting Social Expectations | 1.1 Meets internal physical needs of hunger and thirst |
| Reproduction and Sexuality | | | |
| Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health. | Cognitive | E. Meeting Social Expectations | 2. Meets accepted social norms in community settings |
| Safety and Prevention | | | |
| Disease Prevention and Control | | | |
| Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and gain skills related to health promotion, disease prevention, and health maintenance. | Adaptive | D. Personal Safety | 2.1 Complies with graphic or written warning signs and symbols |
| Safety and Injury Prevention | | | |
| Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, avoid, recognize, and report verbal, physical, and emotional abuse situations, and assess factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety. | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|-------------|-------------------------|--|
| Tobacco, Alcohol and Other Substances | | | |
| Students will acquire the knowledge and skills to be competent in making health-enhancing decisions about the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities. | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| Violence Prevention | | | |
| Students will learn how their actions affect others, understand the power that positive character traits can have in violence prevention, gain skills to report incidents of violence and hurtful behavior to adults in the school and community, avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence. | Adaptive | D. Personal Safety | 4. Recognizes and reports information regarding safety |
| Personal and Community Health Information | | | |
| Consumer Health and Resource Management | | | |
| Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and wellbeing for themselves, their families, and their communities. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Ecological Health | | | |
| Students will gain knowledge of the interdependence between the environment and human health and acquire skills to care for the environment. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| Community and Public Health | | | |
| Students will learn the influence of social factors on health and contribution of public health and gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities. | Cognitive | D. Reasoning | 4. Draws plausible conclusions about events beyond personal experience |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|--|---|
| The Arts | | | |
| Dance | | | |
| Prek-12 Standards | | | |
| Movement Elements and Dance Skills | | | |
| Students will identify and demonstrate movement elements and dance skills. | Gross Motor | B. Movement and Coordination | All |
| Choreography | | | |
| Students will create movement compositions based on choreographic principles, processes, and forms. | Gross Motor | B. Movement and Coordination | All |
| Dance as Expression | | | |
| Students will demonstrate an understanding of dance as a way to express and communicate meaning. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Performance in Dance | | | |
| Students will rehearse and stage dance works. | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| Critical Response | | | |
| Students will describe and analyze their own dances and the dances of others using appropriate dance vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| Connections Strands | | | |
| Purposes and Meanings in the Arts | | | |
| Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings. | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|---------------------------|--|
| Roles of Artists in Communities | | | |
| Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Concepts of Style, Stylistic Influence, and Stylistic Change | | | |
| Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres. | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Inventions, Technologies, and the Arts | | | |
| Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Interdisciplinary Connections | | | |
| Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|--|--|
| Music | | | |
| Prek-12 Standards | | | |
| Singing | | | |
| Students will sing, alone and with others, a varied repertoire of music. | Social-Emotional | D. Independent and Group Participation | 2.1 Interacts appropriately with materials during large-group activities |
| Reading and Notation | | | |
| Students will read music written in standard notation. | Literacy | E. Writing | 1. "Reads" back own dictation to label or caption picture |
| Playing Instruments | | | |
| Students will play instruments, alone and with others, to perform a varied repertoire of music. | Social-Emotional | D. Independent and Group Participation | 2.1 Interacts appropriately with materials during large-group activities |
| Improvisation and Composition | | | |
| Students will improvise, compose, and arrange music. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| Critical Response | | | |
| Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Connections Strands | | | |
| Purposes and Meanings in the Arts | | | |
| Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| Roles of Artists in Communities | | | |
| Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present. | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|----------------------|----------------------------|---|
| Concepts of Style, Stylistic Influence, and Stylistic Change | | | |
| Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres. | Cognitive | C. Conceptual Knowledge | 3. Classifies using multiple attributes |
| Inventions, Technologies, and the Arts | | | |
| Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Interdisciplinary Connections | | | |
| Students will apply their knowledge of the arts to the study of English Language Arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| Theatre | | | |
| Prek-12 Standards | | | |
| Acting | | | |
| Students will develop acting skills to portray characters who interact in improvised and scripted scenes. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| Reading and Writing Scripts | | | |
| Students will read, analyze, and write dramatic material. | Literacy | D. Reasoning | 2.2 Uses simple actions on objects |
| Directing | | | |
| Students will rehearse and stage dramatic works. | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| Technical Theatre | | | |
| Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |

| MA Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|----------------------|---------------------------|--|
| Critical Response | | | |
| Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| Visual Arts | | | |
| PreK-12 Learning Standards | | | |
| Methods, Materials, and Techniques | | | |
| Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| Elements and Principles of Design | | | |
| Students will demonstrate knowledge of the elements and principles of design. | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| Observation, Abstraction, Invention, and Expression | | | |
| Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques. | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Drafting, Revising, and Exhibiting | | | |
| Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation. | Cognitive | E. Scientific Discovery | 4.2 Demonstrates knowledge of properties of change resulting from investigations |
| Critical Response | | | |
| Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |