



## ALIGNMENT

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

**WITH  
Montana Early Learning Standards**

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

This document aligns the *Montana Early Learning Standards* [2014] 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.

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<https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>

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## Core Domain 1: Emotional and Social

### Culture

#### Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.

a. Distinguish primary caregiver from others	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
b. Notice others' physical characteristics	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
c. Interact with diverse groups and individuals	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
d. Know poems, songs, and stories from a variety of cultures and people, including his or her own family	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
e. Explore gender roles through dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
f. Demonstrate awareness and appreciation for own cultural background and heritage	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
g. Ask questions about other children and adults	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
h. Demonstrate respect for similarities and differences	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
i. Describe differences between people in different ages and stages	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
j. Demonstrate knowledge as well as awareness and appreciation for own culture	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
l. Demonstrate awareness, knowledge, and appreciation for another culture	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

## Family

### Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.

a. Focus on and respond to familiar voices or faces	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
b. Show preference for and seek comfort from a familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
c. Exhibit separation anxiety or discomfort at the departure of a familiar adult	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
d. Use gestures, words, or glances to stay connected with familiar adults	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
e. Respond when approached by an unfamiliar adult	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
f. Identify family members verbally and through gestures	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
g. Describe family members' roles and responsibilities and their contribution to the function of the family	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
h. Describe family relationships	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
i. Identify oneself as a member of a family and describe her family in a variety of ways	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
J. Recognize similarities and differences between his family and other families	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## Community

### Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.

a. Watch other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
b. Interact with other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
c. Participate in parallel play next to another child	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
d. Recognize and use the names of peers	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
e. Play the role of different family or community members	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
f. Demonstrate a beginning awareness of the function of money and commerce	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
g. Recognize community workers and describe their jobs	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
h. Demonstrate community-building skills	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
i. Describe what she wants to be when grown up	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Self-Concept

### Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.

a. Explore hands and feet with fascination	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
b. Notice and prefer people's faces	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
c. React to hearing his or her own name	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
d. Recognize own body as belonging to self	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
e. Show pleasure or pride when achieving a skill	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
f. Use the words, "me "and "mine" to claim his or her property	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
g. Name different body parts	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
h. Engage in play that he or she has chosen	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
i. Describe personal preferences and interests	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

## Self-Efficacy

### Standard 1.5: Children demonstrate a belief in their abilities.

a. Respond to attention	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Smile at a mirrored image	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
c. Show likes and dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
d. Repeat an action to get an effect	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
e. Recognize self in a picture or mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
f. Accept and adjust when things do not go his way	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
h. Take risks to try new things	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
i. Exhibit independence	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

## Self-Regulation

### Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.

a. Fuss or cry when hungry, tired, wet, or over-stimulated	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
b. Calm and relax when comforted	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
c. Develop increasing consistency in sleeping, eating, and waking patterns	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
d. Follow a few consistently set rules and routines	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
e. Rely on adults for reassurance and help in controlling feelings and behaviors	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
f. Strive for independence	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
g. Recognize own needs and take steps to fulfill them	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
h. Explore social cause and effect	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
i. Show empathy for others when he or she sees the consequences of his or her actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments



## Expression of Emotions

### Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.

a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
b. Calm self when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
c. Shift attention away from a distressing event to manage emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
e. Use words and dramatic play to describe, understand, and control impulses and feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
f. Respond to another's emotional reactions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
g. Seek adult assistance for help resolving strong emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
h. Associate emotions with words and facial expressions and communicate his or her feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
i. Express a deeper and wider range of emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
j. Modify behaviors and emotions based on the environment and situation	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

## Interaction with Adults

### Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.

a. Show preference for and seek comfort from a familiar adult	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
b. Establish and maintain positive interactions with caregivers	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
c. Demonstrate feeling safe with familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
d. Respond appropriately to familiar adults' greetings	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
e. Respond to requests made by familiar adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
f. Use pretend play as a way of making sense of relationships	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
g. Initiate and maintain interactions with adults using conversation or play	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
h. Express appropriate affection for significant adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
i. Seek adult affirmations	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

## Interaction with Peers

### Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.

a. Show interest in other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
b. Respond to the emotions and actions of other children	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
c. Interact with familiar peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
d. Play side by side with another child	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
e. Participate in turn-taking when assisted by an adult	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
f. React to another child's attempts to take away a toy, and look to an adult for assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
g. Prefer certain playmates and develop warm bonds with peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
h. Negotiate play with small groups of children	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
i. Cooperate with others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
j. Use problem-solving strategies when conflicts arise with peers	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

## Core Domain 2: Physical

### Fine Motor Skills

#### Standard 2.1: Children develop small muscle strength, coordination, and skills.

a. Grasp a person's finger	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
b. Explore toys and objects with hands and mouth	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
c. Exhibit a variety of small motor skills	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
d. Scribble with a crayon or marker	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
e. Engage in self-help skills	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
f. Perform increasingly more sophisticated actions requiring eye-hand coordination	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

### Gross Motor Skills

#### Standard 2.2: Children develop large muscle strength, coordination, and skills.

a. Exhibit physical reflexes in response to stimulation	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Develop muscle tone and strength in trunk, neck, head, arms, and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
c. Use developing motor skills to move more independently	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
d. Develop coordination to use motor skills with toys	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
e. Demonstrate skills to move in the environment	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
f. Refine motor coordination and skills to play with toys and people	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
g. Demonstrate increased ability to use skills requiring balance	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
h. Perform large motor movement alone or with others	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
i. Manipulate objects with large muscles	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

## Sensorimotor Development

### Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.

a. Respond to touch, movement, and sound	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Focus eyes on near and far objects	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
c. Calm with assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
d. Explore the environment with mouth and hands and respond to different textures	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
e. Manipulate materials to explore sound	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
f. Demonstrate an awareness of her body in space	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
g. Practice sensory integration	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
h. Adapt movements to specific situations	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
i. Demonstrate concepts through movement	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

## Daily Living Skills

### Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice self-care routines.

a. React to participation in daily routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
b. Demonstrate increased ability to self- soothe and fall asleep	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
c. Indicate needs and wants	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
d. Take an interest in meeting physical needs	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
e. Participate in healthy routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
f. Communicate with an adult when not feeling well	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
g. Participate in bathroom routines with growing independence	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions

## Nutrition

### Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.

a. Eat to satisfaction	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
b. Explore foods with fingers	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
c. Consume a variety of healthy foods from all five food groups	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
d. Consume appropriate amounts of healthy beverages	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
e. Participate in meals	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
f. Identify healthy foods options	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

## Physical Fitness

### Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.

a. Attempt new large and small motor activities	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
b. Participate in simple movement games	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
c. Initiate active play, exploration, and engagement with the environment	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
d. Participate in simple games, dance, outdoor play, and other forms of movement	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
e. Engage in activities requiring new skills, without adult assistance	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
f. Participate in physically active games with peers	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
g. Recognize the positive feelings experienced during and after physical activity	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

## Safety Practices and Awareness

### Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.

a. Show a preference for familiar people and recognize the difference between familiar people and strangers	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
b. Respond to cues from a caregiver regarding obvious signs of danger or previous warnings	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
c. Respond to warnings and redirection for unsafe behaviors and situations, although not consistently	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
d. Recognize rules and follow basic safety instructions	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
e. Identify who has hurt or made him or her feel bad	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
f. Understand and anticipate potential consequences of disregarding rules	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
g. Recognize and describe the reasons for rules	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
h. Make choices about behaviors or activities when presented with alternatives	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
i. Control or appropriately express intense emotions most of the time	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

## Core Domain 3: Communication

### Receptive Communication (Listening and Understanding)

**Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning.**

a. React to familiar voices, sounds, words, facial expressions, and gestures	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
b. React to simple, familiar words and actions	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
c. Respond to simple "where" questions with words, gestures, or actions	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
d. Follow simple one-step directions related to her immediate and visible context	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
e. Use one or two words to respond to "what," "who," "whose," and "where" questions in context	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
f. Respond to songs, rhymes, or stories	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
g. Follow a two-step interrelated direction	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
h. Demonstrate an understanding of words that describe spatial concepts	Social-Communication	C. Communicative Expression	2. Locates common objects, people, or events
i. Use and respond to "how," "why," and "when" questions appropriately	Social-Communication	C. Communicative Expression	4. Responds to comprehension questions related to why, how, and when
j. Follow three and four-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
k. Focus on the meaning of words to enhance understanding and build vocabulary	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking

## Expressive Communication (Speaking and Signing)

**Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.**

a. Use a variety of sounds to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
b. Make sounds or signs in response to people and the environment	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
c. Experiment making different sounds	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
d. Combine words and gestures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
e. Use consistent combinations of sounds or signs to indicate specific objects or people	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
f. Respond to simple requests or comments with non-verbal or verbal answer	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
g. Use single words to communicate	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
h. Ask others to label unfamiliar objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
i. Produce two-word phrases	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
j. Talk or vocalize to self during play	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
k. Use multi-word phrases and full sentence	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
l. Express feelings with words	Social-Communication	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
m. Initiate and participate in conversations with peers and adults	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
n. Use increasingly longer sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
o. Demonstrate correct grammar usage more consistently	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
p. Use new words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
q. Relate a story or event with increasing detail and coherence	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate



## Social Communication

### Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.

a. Gaze at familiar adults	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
b. Respond when name is said	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
c. Use gestures and sounds to communicate and interact with others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
d. Engage in give-and-take interactions	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
e. Respond to speech by attending to who is speaking	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
f. Laugh, smile, or giggle at something fun	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
g. Initiate communication with others	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
h. Demonstrate turn-taking in play and conversation	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
i. Use language appropriately with different audiences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
j. Use language appropriately depending on the situation	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
k. Adjust intonation and volume of speech for a variety of settings	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

## English Language Learners: Dual Language Acquisition

**Children develop competency in their home language while becoming proficient in English.**

a. Use home or first language	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
b. Demonstrate a period of adjustment to learning a new language	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
c. Follow simple directions in home language or in English	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
d. Speak in short phrases in English	Social-Communication	D. Social Use of Language	1. Produces multiple-word sentences to communicate
e. Use English for informal purposes and rely on home language for formal learning	Social-Communication	D. Social Use of Language	1. Produces multiple-word sentences to communicate
f. Adjust communication form for the audience	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

## Early Reading and Book Appreciation

**Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.**

a. Focus intently on a book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
b. React when being read a book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
c. Explore books with mouth and hands	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
d. Maintain attention when being read a book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
e. Vocalize when being read a book	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
f. Choose familiar books and repeat words or vocalizations in books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
g. Point at or name objects, animals, or people in pictures, books or drawings	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
h. Indicate that the pictures on a page are related to the text	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
i. Purposefully explore books with respect to proper position and use	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
j. Demonstrate interest in books and reading	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
k. Repeat simple songs, rhymes, or stories	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
l. Use books, magazines, and other printed materials to enhance play	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
m. Recognize print or symbols in the neighborhood, community, and environment	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
n. Demonstrate an understanding that print progresses from left to right	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
o. Identify the title of a book	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
q. Sustain attention to increasingly longer books and stories	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

## Print Development/Writing

### Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.

a. Experiment with grasp	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
b. Watch others write and draw	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
c. Scribble on paper spontaneously	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
d. Demonstrate a pincer grasp	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
e. Experiment with a variety of writing tools	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
f. Imitate others who are writing or drawing shapes	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
g. Demonstrate controlled linear scribbles	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
h. Write letters, letter-like shapes, and inventive words	Literacy	E. Writing	2. Writes and draws for a variety of purposes
i. Use print in play	Literacy	E. Writing	2. Writes and draws for a variety of purposes
j. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	Literacy	E. Writing	2. Writes and draws for a variety of purposes
k. Form letters to approximate conventional forms	Literacy	E. Writing	3.1 Writes using developmental spelling
l. Write his or her own name	Literacy	E. Writing	3.2 Prints first name
m. Write familiar words using accepted writing format	Literacy	E. Writing	3.1 Writes using developmental spelling

## Print Concepts

**Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).**

a. Show interest when stories are read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
b. Imitate sounds when looking at words in a book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
c. Point to words in the book	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
d. Demonstrate an understanding that print represents words	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
e. Respond to print in the environment	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
f. Demonstrate an awareness that letters of the alphabet can be individually named	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
g. Identify letters	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
h. Match letters and their sound	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet

## Phonological Awareness

**Standard 3.8: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.**

a. Respond to the sound of spoken language	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Imitate sounds in stories, songs, and rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
c. Engage in familiar word games, songs, or finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
d. Imitate rhyming patterns	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
e. Discriminate and identify sounds in spoken language	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
f. Demonstrate an increased awareness of beginning and ending sounds of words	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
g. Demonstrate progress in rhyming words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
h. Hear and separate words into syllables	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words

## Core Domain 4: Cognition

### Curiosity

#### Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.

a. Notice and imitate gestures	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
b. Repeat actions again and again to see effects	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
c. Attend to and examine small objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
d. Investigate how things move	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
e. Ask simple questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
f. Show interest in new activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
g. Study materials to find how they work	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
h. Ask more complex questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
i. Develop personal interests	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## Initiative and Self-Direction

**Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.**

a. Use sounds, gestures, and movements to impact the environment and interactions with others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
b. Engage familiar adults and children in interactions	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
c. Express a desire to take care of self	Adaptive	B. Personal Care Routines	All
d. Approach tasks and activities with increased flexibility, imagination and inventiveness	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
e. Begin to take a few risks and try new ways of doing things	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
f. Make decisions and choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
g. Develop procedures and thinking skills for investigating the world and making decisions	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
h. Plan and achieve a goal	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

## Persistence and Attentiveness

### Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.

a. Stare intently at faces, objects, and pictures	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Hold the attention of an adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
c. Repeat an action that has produced a reaction in the past	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
d. Explore objects by repeating and varying the approach	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
e. Exhibit increased attention span with chosen activities	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
f. Develop skills through repetitive practice	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
g. Persist in meeting a challenge, despite distractions or frustrations	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
h. Sustain attention when peers or adults are the focus of the activity	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
i. Work on a task that extends over a period of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## Reflection and Interpretation

### Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.

a. Track faces and objects by moving eyes and/or head as the person or object moves	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
b. Play interactive games with adults or older children that involve repetition	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
c. Anticipate actions based on previous experience	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
d. Experiment with play materials using familiar approaches with new objects	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
e. Alter present behavior based on past results (or lack of results)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
f. Relate an experience from the past to guide present behavior	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
g. Tell others about events in the past	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
h. Work out a problem or a challenge mentally	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
i. Use a variety of methods to express thoughts and feelings	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



## Reasoning and Representational Thought

### Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving and representational thought.

a. Act on an object to make sound or movement	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
b. Repeat simple motions or activities	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
c. Search for an object that moves out of sight	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
d. Use objects and people as tools to accomplish a means to an end	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
e. Use one object to represent another	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
f. Experiment with cause and effect	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
g. Try several methods to solve a problem before asking for assistance	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
h. Notice and describe how items are the same or different	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
i. Explain the effects that actions might have upon objects	Social-Communication	D. Social Use of Language	3. Solves problems using multiple strategies

## Creative Movement and Dance

### Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.

a. Move arms and legs in response to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Engage with people through touch and attention	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
c. Use body for self-expression	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
d. Move to a beat	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
e. Explore a variety of ways of moving with and without music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
f. Alter movements according to the tempo (fast/slow) and dynamics (soft/ loud) of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
g. Move with balance and coordination	Gross Motor	B. Movement and Coordination	3.1 Walks without support
h. Participate in guided movement activities	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
i. Watch dance and creative movement performances with attention	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

## Drama

**Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.**

a. Copy facial expressions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
b. Imitate familiar actions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
c. Engage in solitary play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
d. Engage in rough and tumble play	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
e. Imitate real life experiences in play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
f. Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
g. Engage in cooperative peer play in which there is a shared purpose	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
h. Create and direct complex scenarios based on individual and group ideas or past experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Music

**Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.**

a. Demonstrate interest in sounds, music, and voices	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Experiment with a variety of sounds	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
c. Respond to rhythms, songs, and different elements of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
d. Begin to clap on beat or echo clap	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
e. Show interest in musical instruments	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
f. Sing along to familiar songs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
h. Experiment with musical words and sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
i. Imitate and produce rhythmic patterns to familiar songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

## Visual Arts

**Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.**

a. Gaze at photos, pictures, and mirror images	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Use hands and mouth for sensory exploration of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
c. Gain control in grasping a crayon, pen, or paint brush	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
d. Demonstrate interest in shapes, textures, and colors	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
e. Mark paper with drawing tools	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
f. Experiment with a variety of art materials and develop increasing ability to use art media	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
g. Use different colors, surface textures, and shapes to create form and meaning	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
h. Display a sense of wonder and ask questions about works of art	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
i. Express feelings, ideas, and concepts about art	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
j. Create and appreciate works of art representing cultural lifestyles	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

## Number Sense and Operations

**Standard 4.10: Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences.**

a. Understand the concept of “more” in reference to food and play	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
b. Use simple numerical concepts in everyday experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
c. Use names of a few numbers	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
d. Use correct terms to describe simple mathematical concepts	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
e. Move from inventive counting to accurate rote counting	Math	A. Counting	3. Counts out 20 items
f. Count objects demonstrating one-to-one correspondence and meaning	Math	A. Counting	3. Counts out 20 items
g. Match numerals with the correct amount of objects	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
h. Set up simple addition and subtraction problems	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

## Measurement

**Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.**

a. Fill and empty containers	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
b. Make simple comparisons	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
c. Arrange a few objects in order by size, with assistance	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
d. Explore measuring tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
e. Use appropriate terms/language to describe measurable attributes	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
f. Recognize time as a sequence of events that relates to the routines of daily life	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
g. Organize objects without assistance	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
h. Estimate measurement characteristics of familiar objects or events	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
i. Measure length by laying units end to end	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

## Data Analysis

### Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.

a. Group a few objects together by similarity	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
b. Collect items that have common characteristics	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
c. Match, sort, put in order, and regroup objects using one or two attributes	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
d. Convey the concepts and use correct terms associated with classification and comparison	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
e. Identify how items in a group are similar	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## Algebraic Thinking

### Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.

a. Imitate a series of simple actions with assistance	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
b. Classify, label, and sort familiar objects into a known group	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
c. Recognize patterns using a variety of materials	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
d. Predict what comes next in a simple pattern	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
e. Reproduce simple patterns of concrete objects	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
f. Reproduce simple patterns of sound and movement	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
g. Describe a sequence of events	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Geometry and Spatial Reasoning

**Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.**

a. Develop an awareness of shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
b. Move body and materials in space	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
c. Recognize and describe two- dimensional shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
d. Describe different two and three- dimensional shapes and name common characteristics	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
e. Create geometric shapes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
f. Use position words that indicate where objects are located in space	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
g. Demonstrate an understanding of size and shape relationships	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
h. Experiment with mapping skills	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

## Scientific Thinking and Use of the Scientific Method

**Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.**

a. Observe objects and people in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Use senses to examine objects in detail	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
c. Explore the features of materials, objects, and processes using all the senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
d. Identify similarities and differences among objects	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
f. Collect, describe and record information through a variety of means	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
h. Formulate answers to own questions using the scientific method	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

## Life Science

### Standard 4.16: Children develop understanding of and compassion for living things.

a. Show interest in animals and other living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
b. Explore characteristics of living things	Cognitive	E. Scientific Discovery	2.3 Makes observations
c. Identify plants and animals in the neighborhood	Cognitive	E. Scientific Discovery	2.3 Makes observations
d. Describe simple behaviors of animals	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
e. Engage with plants and animals in a respectful way, without adult prompting	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
f. Identify the basic needs of living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
f. Identify the basic needs of living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

## Physical Science

### Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).

a. Use all of the senses to actively explore objects and their properties	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
b. Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
c. Explore cause and effect	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
d. Explore how objects move	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
e. Use tools to explore the properties and characteristics of objects	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
f. Compare, contrast, and describe objects based upon their characteristics	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
g. Notice and describe qualities of sound and light	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
h. Explore and describe how properties of objects and materials can be changed	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
i. Plan and carry out investigations on the behavior of moving things	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

## Earth and Space

### Standard 4.18: Children develop an understanding of the earth and planets.

a. Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
b. Interact with natural materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
c. Identify characteristics of night and day	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
d. Identify or label earth's materials	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
e. Identify the weather and notice changes in the weather	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
g. Develop vocabulary for the natural features of the earth and sky	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
h. Investigate properties of natural objects and the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
i. Interact with and explore a variety of natural outdoor environments	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
j. Describe the change of seasons	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
k. Classify objects by attributes or characteristics	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
l. Make observations of the moon, sun, clouds, and sky, and record them over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings



## Engineering

### Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.

a. Investigate immediate surroundings	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
b. Attempt to solve a challenge encountered in play	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
c. Continue to try new ways to resolve a problem if the first solution does not work	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
d. Use simple machines and materials during play	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
e. Design, build, and test solutions during play	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
f. Design, build, and test solutions when presented with a challenge	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
h. Use a formalized design process of investigation, invention, implementation, and evaluation independently	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

## Time (History)

### Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.

a. Anticipate a predictable event	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
b. Recognize the beginning and ending of an event	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
c. Recall the immediate past	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
d. Anticipate recurring events	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
e. Experiment with general terms related to the elements of time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
f. Make simple predictions	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
g. Use terms relative to time sequence	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
h. Demonstrate an awareness of the past	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## Places, Regions, and Spatial Awareness (Geography)

**Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.**

a. Explore the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
b. Explore spatial relationships	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
c. Develop awareness of his or her physical body and the space it occupies	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
d. Demonstrate understanding of physical relationships	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
e. Create representations of locations and space	Literacy	E. Writing	2.1 Makes representational drawings
f. Experiment with maps, compasses, globes, or navigational charts	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
g. Identify where he or she lives	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
h. Use a simple map	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

## The Physical World (Ecology)

**Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.**

a. Use all the senses to explore the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
b. Convey interest in nature	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
c. Express an interest in live animals and pictures of animals	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
d. Take simple actions to care for his or her environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
e. Use natural objects for play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
f. Recognize changes in his or her home, neighborhood, or other familiar place	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
g. Take responsibility for caring for living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
h. Notice changes in the weather and seasons and discuss the changes and their impact	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
i. Identify and describe natural features in the environment, and how natural resources are used	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
j. Exhibit simple conservation behaviors	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

## Technology

**Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.**

a. Pay attention to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
b. Demonstrate an interest in toys and objects with technologically produced effects	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
c. Make a mechanical toy work	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
d. Use technological resources to communicate with others	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
e. Use correct terms and vocabulary to describe technological tools and procedures	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
f. Identify ways in which technology is a tool	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
g. Demonstrate appropriate use and care of technological tools	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
h. Use technology as a tool for learning new information	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device