



ALIGNMENT

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

WITH

**Utah's Early Learning Guidelines: Birth to Age Three and
the Utah Core State Standards for Early Learning: For Ages 3 to 5**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Utah's Early Learning Guidelines and Core State Standards for Early Learning

This document aligns *Utah's Early Learning Guidelines: Birth to Age Three* and the *Utah Core State Standards for Early Learning: For Ages 3 to 5* with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Social and Emotional Development

Trust and Emotional Security

Engages in behaviors that build relationships with familiar adults

Shows preference for familiar adults

Responds to unfamiliar adults cautiously

Seeks to find comfort in new situations

Shows emotional connection and attachment to others

Young Infant (birth-8 months)	Looks intently at familiar human faces	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Follows movement of caregiver about the room with eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Accepts comfort by familiar caregiver when tired, hungry, or upset	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Responds with smiles and cooing when picked up by familiar caregiver	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Avoids eye contact with strange adults	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at caregiver's face while being held for feeding	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks for familiar caregiver when tired, hungry, or upset	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Greets familiar caregiver with a smile, hug, or kiss	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Cries when left with a new caregiver, but may respond to soothing words, holding, and other forms of comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Prefers comfort from familiar adult when tired or hungry	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Enjoys looking at, pointing to, or naming familiar people in family photos	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Calls for “Mama” or familiar person when in a new situation	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddler (18-36 months)	Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Looks for or asks for “Mama” or familiar adult when falling down or getting hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Greets familiar caregivers with enthusiasm when they return to the room	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Reaches for familiar caregiver when an unfamiliar adult approaches	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Wants to take a familiar toy or blanket along on a trip or a visit to a new place	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Accepts reassurance in a telephone conversation with a member of the family	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult

Self-Awareness

Expresses feelings and emotions through facial expressions, sounds, or gestures

Develops awareness of self as separate from others

Shows confidence in increasing abilities

Young Infant (birth-8 months)	Stares at own hands or feet as they move	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Expresses feelings of comfort, discomfort, enjoyment, or unhappiness	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at own reflection in the mirror as if it were another baby	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attends to other people's faces and pictures or drawings of faces	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Infant (8-18 months)	Expresses emotions, such as sadness, happiness, anger, and surprise	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
	Smiles at own reflection in mirror or makes sounds when looking at image in the mirror	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shows likes and dislikes for particular toys, blankets, or other objects	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Claps hands for self after running round and round the table	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddler (18-36 months)	Recognizes and identifies own emotions, such as, "I'm sad" or I'm happy"	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Shows recognition of self while looking in mirror and touching nose, head, or some other body part that toddler can see only with a mirror	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Calls self by name and begins to use words, such as "I" or "me"	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions

Self-Regulation

Begins to manage own behavior and show self-regulation

Shows ability to cope with stress

Shows increasing independence

Understands simple routines, rules, or limitations

Young Infant (birth-8 months)	Expects a response from a caregiver when crying or upset	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Stops crying when held and gently rocked or talked to by familiar caregiver	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Sucks fist, thumb or pacifier for calming down when upset	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks for familiar caregiver, favorite toy, or blanket	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Opens mouth for spoon while being fed by caregiver	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Infant (8-18 months)	Sucks on fingers or thumb to calm self when upset or in a new situation	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Moves arms, legs, or body to get own bottle or toys	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Understands what "No" means and may tell self "No-No"	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Holds own bottle or feeds self with fingers	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Copes with stress by playing with familiar toys in a favorite spot	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Plays quietly with a toy while waiting to get up from a nap	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Toddler (18-36 months)	Tries to clean up own spills or messes	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Wants to put on shoes or coat without help	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Claps hands and shows others after completing a puzzle and then waits for a response from others	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Says “No” or shakes head when doesn’t want to do something or doesn’t like something	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Waits for adult before going outside or crossing the street	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Relationships with Other Children				
Shows interest in and awareness of other children				
Responds to and interacts with other children				
Begins to recognize and respond to other children’s feelings and emotions				
Begins to show concern for others				
Learns social skills and eventually uses words for expressing feelings, needs, and wants				
Uses imitation or pretend play to learn new roles and relationships				
Young Infant (birth-8 months)	Watches other children from a distance or listens to other children	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Quiets down and smiles when hears name spoken by familiar person	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Starts to cry when other children in the room are crying	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalizes or gets excited when near other children	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at and watches another child who is crying or upset	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitates facial expressions during games with other children and caregiver	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Reaches out to touch another child's face or hair	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Sits next to and plays with same toys that other children have	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Squeals with joy or runs about when other children are happy and excited	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Offers a toy to another child who is crying or upset	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Points to or asks for cup, spoon or objects that other children have	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Pretends to talk on a toy telephone to a familiar person	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Toddler (18-36 months)	Knows the names of some other children	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Shows excitement when greeting other children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Looks for an adult to help when another child is crying	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Shows interest or concern for another child who falls down by touching or talking to child	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Imitates tasks, such as wiping the table, that others do	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Watches other children and imitates feeding stuffed animals with pretend food	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Language Development and Communication

Listening and Understanding

Shows interest in listening to sounds

Listens with interest to language of others

Responds to verbal communication of others

Responds to nonverbal communication of others

Begins to understand gestures, words, questions, or routines

Young Infant (birth-8 months)	Quiets down and turns head toward a familiar voice or sound	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watches a person's face and hands when they are talking or gesturing	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Smiles when spoken to or when greeted with a smiling face	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds to tone of voice, such as becoming excited or soothed when engaged in conversation	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
	Lifts arms when caregiver gestures or says "Up" while picking up baby	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Quiets down or gets excited when hears familiar voices	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Looks at person who calls baby's name or speaks to baby	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Cries in response to sudden loud noises, angry faces, or voices	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Responds with gestures or words when asked if baby wants to eat or play	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Responds with gestures or words to simple requests or questions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Looks for ball when asked, "Where is the ball?"	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Toddler (18-36 months)	Imitates sounds when hears noises that animals make	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Laughs when told a silly rhyme or story	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Understands when told it is time to eat by going to wash hands or coming to the table	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Comforts others who are crying or looking sad with a touch or a hug	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside"	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Shows enjoyment in sharing conversations with caregiver	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Communicating and Speaking

Uses sounds, gestures, or actions to express needs and wants

Uses consistent sounds, gestures, or words to communicate

Imitates sounds, gestures, or words

Uses sounds, signs, or words for a variety of purposes

Shows reciprocity in using language in simple conversations

Young Infant (birth-8 months)	Uses different types of cries for expressing hunger, discomfort, fear, and other emotions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Plays with making different sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Makes sounds of pleasure and/or discomfort when caregiver is present	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
	Makes cooing sounds and other sounds of home languages	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Imitates vowel sounds, such as “ah” or “oh” or “oo”	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Smiles or vocalizes to initiate social contact with familiar caregiver	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Takes turns by making sounds in response to adult talking with baby	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Produces own sounds or babbles either by self or in response to others	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Imitates sounds or familiar words of home language	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Uses familiar gestures such as waving good-bye	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses some words or signs, such as for “bottle,” “up” or “more”	Social Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Knows the name or sign for familiar objects, animals, or people	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Responds to questions or simple requests with either a nonverbal or verbal answer	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Toddler (18-36 months)	Shakes head or uses words to respond to “Yes” or “No” questions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitates new words or learns new signs	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
	Repeats simple rhymes or songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Uses words or sign language to tell what is happening	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two or three-word sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Initiates conversations, asks questions and answers questions with two or three-word responses	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Emergent Literacy

Shows interest in songs, rhymes, and stories

Shows interest in photos, pictures, and drawings

Develops interest in and involvement with books and other print materials

Begins to recognize and understand symbols

Young Infant (birth-8 months)	Kicks feet or moves arms in response to rhythm of music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at and attends to pictures of other babies or faces	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks at books, pats the pictures, or brings book to mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listens and attends to repetitions of familiar words, songs, or rhymes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hits buttons with pictures on toys to hear or reproduce sounds	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older Infant (8-18 months)	Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Points at or names objects, animals, or people in photos, pictures, and drawings	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Sings or joins in on familiar songs with caregiver	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Turns pages of books, looks at the pictures, and uses sounds or words	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Makes marks on a paper with a large crayon or marker	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Toddler (18-36 months)	Knows several simple songs, rhymes, or stories	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Looks at, turns pages, and names people or objects in picture books	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Brings favorite books for caregiver to read	Literacy	A. Early Social Communication	4.1 Makes requests of others
	Makes scribbles or shapes on paper to convey meaning	Literacy	E. Writing	3.4 Writes using “scribble writing”

Cognitive Development

Exploration and Discovery

Pays attention to people and objects

Uses senses to explore people, objects, and the environment

Attends to colors, shapes, patterns, or pictures

Shows interest and curiosity in new people and objects

Makes things happen and watches for results or repeats action

Young Infant (birth-8 months)	Focuses on caregiver's voice or face during feeding times	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attends to colors and lights or notices patterns and shapes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Puts almost everything in mouth to explore, touch, and taste	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turns head and follows with eyes when a new person enters the room	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reaches toward a new toy, grasps it, and explores it by turning it over and over	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Swipes or kicks at toy above the crib and repeats actions to make it move again and again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Touches and feels person's hair or puts their hands on faces to feel skin	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attends to and examines small objects, such as crumbs, bugs, or pieces of paper	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Puts shapes in a shape box with openings, matching colors, and/or shapes	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Reaches for adult hands to continue a game	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Pushes a button to turn a TV or radio on and off and repeats action	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Toddler (18-36 months)	Picks up leaves, rocks, and sticks during a walk outside	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watches intently and says names or sounds of animals at a zoo or farm	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Does simple puzzles with different colors and shapes	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Pushes riding toy or sits on it and uses feet to try to make it move	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Matches colors or shapes when sorting toys and other objects	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Developing Memory

Shows ability to acquire and process new information

Recognizes familiar people, places, and things

Recalls and uses information in new situations

Searches for missing or hidden objects

Young Infant (birth-8 months)	Stares intently at new faces or objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Smiles in recognition of familiar caregiver	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Shows excitement when a familiar person enters the room	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Shows apprehension when an unfamiliar person enters the room	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks for toys that have been dropped or partly covered by a blanket or other cloth	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Older Infant (8-18 months)	Brings familiar people their shoes, coat, purse, or some other personal object	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Uses a blanket to cover or hide a stuffed toy or doll	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Tries to follow a cat or dog under a chair or table	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Looks for missing toy when asked, "Where is the ball?"	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Looks out the window and waits for a familiar caregiver to return	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Says or signs, "Dada" or "Mama" when hears car arrive	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Toddler (18-36 months)	Notifies when someone gets a new coat, shoes, or some other item of clothing	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Looks for favorite toy where left it last	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Looks around home for a pet or calls the animal by name	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Recognizes a neighbor at a grocery store and waves or says, "Hi"	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Washes hands when it is time to eat	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Throws a ball over a sofa and then runs around behind the sofa to find where the ball went	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Problem Solving

Experiments with different uses for objects

Shows imagination and creativity in solving problems

Uses a variety of strategies to solve problems

Applies knowledge to new situations

Young Infant (birth-8 months)	Brings toy to mouth to taste it and explore it	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hits, shakes, or kicks toy to make and/or reproduce sounds	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Turns toy over and over to look at it and examine it	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Rolls over to get a toy on the other side or just out of reach	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Moves body up and down to get caregiver to continue the bouncing on caregiver's knee	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Drops toy repeatedly and waits for someone to pick it up	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Uses a spoon to bang on the dishes or on a table to make noise	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Uses a string to pull a toy into the crib or over to play with it	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Tries many different ways, such as poking with fingers, shaking, or dumping to get something out of a bottle	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Gets and leads an adult to obtain a cookie or bottle on a counter	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Toddler (18-36 months)	Asks for names of new objects or people with, "What is that?" or "Who is that?"	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Gets a stool or chair to climb on to reach a toy or other object that is on a shelf	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Turns puzzle pieces in many different ways to complete a puzzle	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Imitation and Symbolic Play				
Observes and imitates sounds, gestures, or behaviors				
Uses objects in new ways or in pretend play				
Uses imitation or pretend play to express creativity and imagination				
Young Infant (birth-8 months)	Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue, or opening and closing hand	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Imitates faces or sounds that familiar caregiver makes	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitates shaking or patting a toy or other object	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Coos, squeals, or laughs when familiar caregiver talks and plays games with baby	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Tries to bite into a plastic apple or other fruit that looks like a real one	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitates adults by using a cloth to wipe the table after eating	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Pretends to comb or brush their own hair using their hand or fingers	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretends to feed doll or stuffed animal with own bottle or food	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Toddler (18-36 months)	Uses any round object for a ball and throws it across the room	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitates adult actions, such as putting a key in a keyhole, ringing a door bell, or closing a door	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Talks to stuffed animals or dolls, pretends to feed them, and tells them to go to sleep or says, "Night-night"	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Physical and Motor Development

Gross Motor Development

Moves body, arms, and legs with coordination

Demonstrates large muscle balance, stability, control, and coordination

Develops increasing ability to change positions and move body from place to place

Moves body with purpose to achieve a goal

Young Infant (birth-8 months)	Turns head from side to side and makes repetitive motions with arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Holds head up when placed on stomach	Gross Motor	A. Body Control and Weight Transfer	2 (all)
	Rolls over and over to get closer to a toy	Gross Motor	A. Body Control and Weight Transfer	3 (all)
	Uses arms and legs to move forward or backward when on stomach or back	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
Older Infant (8-18 months)	Sits by self and maintains balance while playing with a toy	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Crawls on hands and knees to get a toy	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Scoots on bottom using legs to help move from place to place	Gross Motor	A. Body Control and Weight Transfer	4.3 Regains balanced, upright sitting position after leaning left, right, and forward
	Uses furniture to pull self up from sitting to standing or lower self from standing to sitting	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Walks while holding onto furniture or people and later walks alone	Gross Motor	B. Movement and Coordination	3 (all)

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Toddler (18-36 months)	Walks easily or runs from place to place by self	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
	Crawls or walks up steps and then backs down or turns and walks down by self	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Walks and sometimes runs across the room to greet people	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Jumps into puddles, piles of leaves, or sandbox	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Climbs on chair or stool to reach toys and other objects that are out of reach	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Enjoys playing on swings, climbers, or slides at playground	Gross Motor	C. Active Play	2 (all)

Fine Motor Development

Uses hands or feet to make contact with objects or people

Develops small muscle control and coordination

Coordinates eye and hand movements

Uses different actions on objects

Controls small muscles in hands when doing simple tasks

Young Infant (birth-8 months)	Hits or kicks at toy or mobile hanging over crib	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
		Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Grasps a finger or small toy placed in hand	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Looks at an object in hand while bringing it to mouth	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks at brightly colored socks while moving or kicking feet	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Uses hands and actions, such as hitting, shaking, and patting, to explore different ways to use a new toy	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Drops and puts small blocks into a container	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Transfers a block or other toy from hand to hand	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Holds two blocks, one in each hand, and hits them together to make noise	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Uses pincher grasp with thumb and forefinger together to pick up small objects	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Pushes or pulls toys while standing or walking	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Drops or throws balls and other objects while sitting or standing	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
Toddler (18-36 months)	Kicks or throws a ball toward another child or to an adult	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Stacks two or three blocks on top of each other	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Makes lines, circles, or scribbles with a crayon on paper	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Pushes and pats puzzle pieces into place	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Digs in sand with spoon or small shovel	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Tears tissue paper into small pieces to glue onto paper	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Physical Health and Well-Being

Shows characteristics of healthy development

Responds when physical needs are met

Expresses physical needs nonverbally or verbally

Participates in physical care routines

Begins to develop self-help skills

Begins to understand safe and unsafe behaviors

Young Infant (birth-8 months)	Demonstrates visual and auditory abilities to facilitate learning and development	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Startles or cries when hears sudden loud noises	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Grows proportionally according to height and weight growth charts			
	Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coos, smiles, or plays with caregiver after being fed or after getting a dry diaper	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Lifts arms when getting shirt put on or off	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Places hands on bottle while being fed	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (8-18 months)	Shows appropriate gains in height and weight according to growth charts			
	Splashes water on self and plays in the water during bath time	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Plays happily with toys after a nap and a snack	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Asks, points, or uses sign language for “More” when eating	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Responds to “Hot” or “No” and begins to not touch things when told not to	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Toddler (18-36 months)	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands, and brushing teeth	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk”	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Uses a spoon to feed self or drinks from a glass or cup	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Shakes head or says, “Yes” or “No” when asked, “All done?”	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Pulls at pants or gives other signs when needs to use the toilet	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
	Holds hands under water to be washed and later insists on washing own hands	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Learns to stop when told, “Stop” and begins to wait for an adult before crossing the street	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

English Language Arts

Strand 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING

Standards for 3-Year-Olds	Standard ELA 3 yr.1.1 Speak in simple sentences to communicate wants and needs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Standard ELA 3 yr.1.2 Begin to understand and use nouns, verbs, prepositions, and pronouns.	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. Uses helping verbs
	Standard ELA 3 yr.1.3 Begin to ask and answer simple questions (for example, who, what, where).	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Standard ELA 3 yr.1.4 With prompting and support, describe attributes of familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Standard ELA 3 yr.1.5 With prompting and support, use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Standard ELA 3 yr.1.6 With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Standard ELA 3 yr.1.7 With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Standard ELA 3 yr.1.8 With prompting and support, engage in conversations with peers and adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	Standard ELA 3 yr.1.9 With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Standard ELA 3 yr.1.10 Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
Standards for 4-Year-Olds	Standard ELA 4 yr.1.1 Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Standard ELA 4 yr.1.2 Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Standard ELA 4 yr.1.3 Begin to ask and answer complex questions (for example, who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Standard ELA 4 yr.1.4 Describe attributes of familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Standard ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Standard ELA 4 yr.1.6 Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Standard ELA 4 yr.1.7 Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Standard ELA 4 yr.1.8 Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Standard ELA 4 yr.1.9 Follow agreed upon rules for conversation (for example, listening to others, staying on topic, and taking turns speaking).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Standard ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Strand 2: READING				
Sub-strand: CONCEPTS OF PRINT				
Standards for 3-Year-Olds	Standard ELA 3 yr.2.1 With prompting and support, correctly hold a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Standard ELA 3 yr.2.2 With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/ photographs relate to the text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Standard ELA 3 yr.2.3 With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Standard ELA 3 yr.2.4 With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Standard ELA 3 yr.2.5 Explore the difference between pictures and words.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Standard ELA 3 yr.2.6	Begins in four-year-old standards.		
	Standard ELA 3 yr.2.7	Begins in four-year-old standards.		

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Standard ELA 4 yr.2.1 Correctly hold a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Standard ELA 4 yr.2.2 Discuss that print conveys meaning and how the illustrations/ photographs relate to the text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Standard ELA 4 yr.2.3 Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Standard ELA 4 yr.2.4 With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Standard ELA 4 yr.2.5 Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Standard ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
		Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Standard ELA 4 yr.2.7 With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Sub-Strand: PHONOLOGICAL AWARENESS

Standards for 3-Year-Olds	ELA 3 yr.2.8: With prompting and support, explore sounds (phonemes) in spoken language	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	ELA 3 yr.2.9: With prompting and support, explore rhyming words in familiar songs/ books.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	ELA 3 yr.2.10: With prompting and support, explore syllables in simple words (for example, clap children's names).	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	ELA 3 yr.2.11: Begins in four-year old standards.			
	ELA 3 yr.2.12: With prompting and support, begin to identify the initial sounds of words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Standards for 4-Year-Olds	ELA 4 yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	ELA 4 yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	ELA 4 yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	ELA 4 yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	ELA 4 yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds

Sub-Strand: WORD RECOGNITION

Standards for 3-Year-Olds	ELA 3 yr.2.13: With prompting and support, explore that words are made up of letters and sounds.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	ELA 3 yr.2.14: With prompting and support, begin to identify the names and sounds of some upper and lowercase letters of the alphabet, including those in their own name.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
		Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	ELA 3 yr.2.15: Recognize their own name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
Standards for 4-Year-Olds	ELA 4 yr.2.13: With prompting and support, recognize that written words are made up of letters and sounds.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	ELA 4 yr.2.14: Identify the names and sounds of some upper and lowercase letters of the alphabet, including those in their own name.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
		Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	ELA 4 yr.2.15: Begin to recognize some print- ed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

Sub-Strand: RECALL INFORMATION

Standards for 3-Year-Olds	ELA 3 yr.2.16:	Begins in four-year-old standards.		
Standards for 4-Year-Olds	ELA 4 yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur

Sub-Strand: COMPREHENSION

Standards for 3-Year-Olds	ELA 3 yr.2.17: With prompting and support, listen attentively to simple texts.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	ELA 3 yr.2.18: With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Standards for 4-Year-Olds	ELA 4 yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	ELA 4 yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Strand 3: WRITING

Standards for 3-Year-Olds	ELA 3 yr.3.1: With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribbles, stamps, gluing pictures on paper).	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	ELA 3 yr.3.2: Begins in four-year-old standards.			
	ELA 3 yr.3.3: Begins in four-year-old standards.			
Standards for 4-Year-Olds	ELA 4 yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	ELA 4 yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	ELA 4 yr.3.3: Print some letters of the alphabet, including those in their own name.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Fine Arts

Strand 1: DRAMA

Standards for 3-Year-Olds	FA 3 yr.1.1: With prompting and support, express ideas, information, and feelings through dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	FA 3 yr.1.2: With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	FA 3 yr.1.3: Imitate real-life or pretend roles in play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	FA 3 yr.1.4: With prompting and support, begin to work independently and cooperatively in dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	FA 3 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	FA 3 yr.1.6: With prompting and support, participate in a scene or play with a beginning and end.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Standards for 4-Year-Olds	FA 4 yr.1.1: Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	FA 4 yr.1.2: Use dialogue, actions, and objects to tell a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	FA 4 yr.1.3: Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	FA 4 yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	FA 4 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	FA 4 yr.1.6: With prompting and support, act out a story with a beginning, middle, and an end.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Strand 2: DANCE				
Standards for 3-Year-Olds	FA 3 yr.2.1: Move in rhythm with the music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	FA 3 yr.2.2: Move the body to express feelings and ideas.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	FA 3 yr.2.3: Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	Gross Motor	B. Movement and Coordination	All
	FA 3 yr.2.4: Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.	Gross Motor	B. Movement and Coordination	All
	FA 3 yr.2.5: With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Standards for 4-Year-Olds	FA 4 yr.2.1: Move to different patterns of beat and rhythm in music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	FA 4 yr.2.2: Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	FA 4 yr.2.3: With prompting and support, start, stop, and respond to musical cues.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	FA 4 yr.2.4: With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.	Gross Motor	B. Movement and Coordination	All
	FA 4 yr.2.5: With prompting and support, dance for and with others while respecting space and maintaining body control.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Strand 3: MUSIC				
Standards for 3-Year-Olds	FA 3 yr.3.1: With prompting and support, participate in listening to and singing simple songs and fingerplays.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	FA 3 yr.3.2: Explore and experiment with musical instruments.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	FA 3 yr.3.3: Show awareness and appreciation of different kinds of music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	FA 3 yr.3.4: With prompting and support, express thoughts, feelings, and energy through music.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	FA 3 yr.3.5: With prompting and support, begin to explore folk songs and singing games from various cultures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	FA 3 yr.3.6: With prompting and support, begin to identify favorite songs.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	FA 4 yr.3.1: Participate in musical activities by listening to, singing, and creating music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	FA 4 yr.3.2: Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	FA 4 yr.3.3: Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	FA 4 yr.3.4: Express thoughts, feelings, and energy through music.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	FA 4 yr.3.5: With prompting and support, begin to sing songs from various cultures.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	FA 4 yr.3.6: With prompting and support, share a favorite song.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Strand 4: VISUAL ARTS				
Standards for 3-Year-Olds	FA 3 yr.4.1: Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, card-board, etc.).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	FA 3 yr.4.2: Recognize basic colors (for example, red, yellow, blue, orange, purple, and green).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	FA 3 yr.4.3: With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	FA 3 yr.4.4: With prompting and support, talk with peers and/or adults about the art they created.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	FA 3 yr.4.5: With prompting and support, select art objects to display including paintings, photos of block design, sculptures, etc.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Standards for 4-Year-Olds	FA 4 yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	FA 4 yr.4.2: Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	FA 4 yr.4.3: Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	FA 4 yr.4.4: Talk with peers and/or adults about their art and their creative process.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	FA 4 yr.4.5: With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block designs, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.	Social-Communication	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Health Education

Strand 1: HUMAN DEVELOPMENT

Standards for 3-Year-Olds	HE 3 yr.1.1: Participate in and develop personal hygiene and care.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	HE 3 yr.1.2: Develop an awareness between appropriate and inappropriate touch.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Standards for 4-Year-Olds	HE 4 yr.1.1: Show independence in personal hygiene and care.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	HE 4 yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

Strand 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

Standards for 3-Year-Olds	HE 3 yr.2.1: With prompting and support, recognize trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
		Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn taking, resolving conflicts, and recognizing others' needs.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Standards for 4-Year-Olds	HE 4 yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
		Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Strand 3: MENTAL AND EMOTIONAL HEALTH				
Standards for 3-Year-Olds	HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Standards for 4-Year-Olds	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Strand 4: NUTRITION				
Standards for 3-Year-Olds	HE 3 yr.4.1: Begin to identify the difference between healthy and less healthy food choices.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	HE 3 yr.4.2: Begin to identify why eating healthy food is important.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	HE 3 yr.4.3: With prompting and support, try new foods from a variety of food groups.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	HE 4 yr.4.1: Identify a variety of healthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	HE 4 yr.4.2: Identify why eating healthy food is important and begin to categorize into food groups.	Social-Communication	C. Communicative Expression	3. Classifies using multiple attributes
	HE 4 yr.4.3: With prompting and support, try new foods from a variety of food groups.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Lifelong Learning Practices				
Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING				
Standards for 3-Year-Olds	LLP 3 yr.1.1: With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	LLP 3 yr.1.2: With prompting and support, begin to develop the ability to focus attention on key components of an object or task (Attention focusing, for example, follow the sequence of a story or conversation).	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	LLP 3 yr.1.3: With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).	Cognitive	B. Imitation and Memory	3. Relates past events
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	LLP 3 yr.1.4: With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains that she took a deep breath to help herself calm down).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Standards for 4-Year-Olds	LLP 4 yr.1.1: With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition <u>between activities</u>).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	LLP 4 yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories, and provide on-topic responses).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	LLP 4 yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the events of the day).	Cognitive	B. Imitation and Memory	3. Relates past events
	LLP 4 yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

Sub-strand: INITIATIVE

Standards for 3-Year-Olds	LLP 3 yr.2.1: With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	LLP 3 yr.2.2: With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	LLP 3 yr.2.3: With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Standards for 4-Year-Olds	LLP 4 yr.2.1: With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	LLP 4 yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

UT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	LLP 4 yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Sub-Strand: PERSISTANCE				
Standards for 3-Year-Olds	LLP 3 yr.2.4: With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	LLP 3 yr.2.5: With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Standards for 4-Year-Olds	LLP 4 yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	LLP 4 yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.	Cognitive	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Cognitive	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Cognitive	D. Independent and Group Participation	3. Initiates and completes independent activities

Strand 3: CREATIVITY AND CURIOSITY

Standards for 3-Year-Olds	LLP 3 yr.3.1: With prompting and support, discover answers and solutions to questions to expand knowledge and skills.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	LLP 3 yr.3.2: With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	LLP 3 yr.3.3: With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Standards for 4-Year-Olds	LLP 4 yr.3.1: Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	LLP 4 yr.3.2: With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).	Cognitive	E. Scientific Discovery	All

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	LLP 4 yr.3.3: Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or cave).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach). LLP 4 yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Strand 4: SELF-AWARENESS				
Standards for 3-Year-Olds	LLP 3 yr.4.1: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/ dislikes).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	LLP 3 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	LLP 3 yr.4.3: Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	LLP 3 yr.4.4: Communicate wants and needs with actions or words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 3-Year-Olds	LLP 3 yr.4.5: Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Standards for 4-Year-Olds	LLP 4 yr.4.1: Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/ dislikes) and participate in respectful discussions about similarities and differences with others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	LLP 4 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	LLP 4 yr.4.3: Begin to maintain personal boundaries while participating in movement or daily classroom activities.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	LLP 4 yr.4.4: Communicate wants and needs including thoughts and feelings with actions or words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	LLP 4 yr.4.5: Begin to contribute and take pride in the classroom community (for example, volunteer to help others).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Strand 5: EMOTIONS

Standards for 3-Year-Olds	LLP 3 yr.5.1: In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	LLP 3 yr.5.2: Recognize that different feelings are experienced throughout the day.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	HE 3 yr.3.1: With prompting and support, ex- press, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Standards for 4-Year-Olds	LLP 4 yr.5.1: Separate and reunite with parents or caregivers without stress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	LLP 4 yr.5.2: Recognize that feelings can change and different feelings are experienced throughout the day.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Strand 6: RELATIONSHIPS

Sub-strand: COMMUNICATION

Standards for 3-Year-Olds	LLP 3 yr.6.1: With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	LLP 3 yr.6.2: With prompting and support, begin to participate in back and forth conversation with peers or adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Standards for 4-Year-Olds	LLP 4 yr.6.1: With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	LLP 4 yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Sub-strand: SOCIAL ENGAGEMENT				
Standards for 3-Year-Olds	LLP 3 yr.6.3: With prompting and support, show interest in peers with positive non- verbal gestures (for example, a child will smile at or move close to another child).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	LLP 3 yr.6.4: With prompting and support, show awareness of and respect others' personal space.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	LLP 3 yr.6.5: With prompting and support, begin to play with others while maintaining self-control.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Standards for 4-Year-Olds	LLP 4 yr.6.3: Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	LLP 4 yr.6.4: Maintain awareness of and respect others' personal space.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	LLP 4 yr.6.5: Begin to maintain self-control during play with others.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Sub-strand: CONFLICT RESOLUTION / PROBLEM SOLVING				
Standards for 3-Year-Olds	LLP 3 yr.6.6: Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Standards for 4-Year-Olds	LLP 4 yr.6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Mathematics

Strand 1: COUNTING AND CARDINALITY

Standards for 3-Year-Olds	Math 3 yr.1.1: Count to ten by ones.	Math	A. Counting	2.2 Recites numbers 1–10
	Math 3 yr.1.2: Recognize that numbers have a known sequence (for example, “1, 2, 3, 4, 5. What comes next?”).	Math	A. Counting	2.2 Recites numbers 1–10
	Math 3 yr.1.3: Begin to recognize the difference between letters and numbers.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Math 3 yr.1.4: Begin to name written numerals 0–5.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Math 3 yr.1.5: Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math 3 yr.1.6: Begin to point to and count up to five objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Standards for 4-Year-Olds	Math 3 yr.1.7: Begin to respond to the question “How many?”	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math 4 yr.1.1: Count to 20 by ones.	Math	A. Counting	3.2 Recites numbers 1–20
	Math 4 yr.1.2: In the sequence of 1–10, identify numbers that come before or after one another.	Math	A. Counting	2. Counts out 10 items
	Math 4 yr.1.3: Count a number of objects from 0–10 and begin to associate them with a written numeral.	Math	A. Counting	2. Counts out 10 items
	Math 4 yr.1.4: Name written numerals 0–10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Math 4 yr.1.5: Use one-to-one correspondence when counting objects to ten.	Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	2.2 Creates equivalent sets of 10 items
	Math 4 yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math 4 yr.1.7: Count two sets of objects up to 10 to determine which has more.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
Strand 2: OPERATIONS AND ALGEBRAIC THINKING				
Standards for 3-Year-Olds	Math 3 yr.2.1:	Begins in 4-year-old standard.		
	Math 3 yr.2.2:	Begins in 4-year-old standard.		
	Math 3 yr.2.3:	Begins in 4-year-old standard.		
	Math 3 yr.2.4:	Begins in 4-year-old standard.		
	Math 3 yr.2.5: Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Standards for 4-Year-Olds	Math 4 yr.2.1: Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Math 4 yr.2.2: With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, “Bring me three blocks, now bring me two more. How many blocks do we have?”).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Math 4 yr.2.3: Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Math 4 yr.2.4: Use concrete objects to make sums of 5 using quantities from 0–5 (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math 4 yr.2.5: Duplicate, extend, and create simple patterns (for example, ababab).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Strand 3: MEASUREMENT AND DATA				
Standards for 3-Year-Olds	Math 3 yr.3.1: Identify and describe measurable attributes (for example, big, small, tall, short).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Math 3 yr.3.2:	Begins in 4-year-old standard.		
	Math 3 yr.3.3: Sort objects into given categories including color, size, shape, etc.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Math 3 yr.3.4: With prompting and support, compare the number of objects in each category to identify which groups contain more or less, or are the same.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Standards for 4-Year-Olds	Math 4 yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Math 4 yr.3.2: Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/ lighter], and size [bigger/smaller]).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Math 4 yr.3.3: Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Math 4 yr.3.4: Compare the number of objects in each category to identify which groups contain more or less, or are the same.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Strand 4: GEOMETRY				
Standards for 3-Year-Olds	Math 3 yr.4.1: Match, point to, and begin to identify basic shapes by name.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Math 3 yr.4.2:	Begins in 4-year-old standard.		
	Math 3 yr.4.3:	Begins in 4-year-old standard.		
	Math 3 yr.4.4: With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Math 3 yr.4.5: Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Math 3 yr.4.6: Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

	UT Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Math 4 yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Math 4 yr.4.2: Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Math 4 yr.4.3: Begin to explore that shapes can be two-dimensional (flat) or three- dimensional (solid).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Math 4 yr.4.4: Describe attributes of basic two- dimensional shapes including size, number of sides, number of corners, etc.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Math 4 yr.4.5: Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Math 4 yr.4.6: Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Physical Education

Strand 1: MOTOR SKILLS AND MOVEMENT

Sub-strand: GROSS MOTOR

Standards for 3-Year-Olds	PE 3 yr.1.1: Participate in activities that develop control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
	PE 3 yr.1.2: Participate in activities that develop coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	PE 3 yr.1.3: Participate in activities that develop control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	Gross Motor	C. Active Play	3. Rides and steers bicycle
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
Standards for 4-Year-Olds	PE 4 yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run and stop, change direction, and jump over low objects).	Gross Motor	B. Movement and Coordination	All
	PE 4 yr.1.2: Demonstrate coordination and balance in movement that does not move the child from one place to another (for example, balance on one foot, and move body parts in isolation).	Gross Motor	B. Movement and Coordination	All
Standards for 4-Year-Olds	PE 4 yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move a ball, ride wheeled toys).	Gross Motor	C. Active Play	All

Sub-strand: FINE MOTOR

Standards for 3-Year-Olds	PE 3 yr.1.4: Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PE 3 yr.1.5: With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	PE 3 yr.1.6:	Begins in 4-year-old standard.		
	PE 3 yr.1.7:	Begins in 4-year-old standard.		
Standards for 4-Year-Olds	PE 4 yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PE 4 yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	PE 4 yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	PE 4 yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes

Strand 2: EFFICIENT MOVEMENT AND PERFORMANCE

Standards for 3-Year-Olds	PE 3 yr.2.1: Begin to demonstrate awareness that personal boundaries exist.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Standards for 4-Year-Olds	PE 4 yr.2.1: Begin to maintain personal boundaries while participating in movement activities.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Strand 3: PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS.

Standards for 3-Year-Olds	PE 3 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Standards for 4-Year-Olds	PE 4 yr.3.1: Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Science

Strand 1: WEATHER

Standards for 3-Year-Olds	Sci 3–4 yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Sci 3–4 yr.1.2: Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Standards for 4-Year-Olds	Sci 3–4 yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Sci 3–4 yr.1.2: Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Strand 2: LIGHT

Standards for 3-Year-Olds	Sci 3–4 yr.2.1: Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Sci 3–4 yr.2.2: Plan and carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Sci 3–4yr.2.3: Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Standards for 4-Year-Olds	Sci 3–4 yr.2.1: Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Sci 3–4yr.2.3: Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Sci 3–4yr.2.3: Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Strand 3: LIVING THINGS

Standards for 3-Year-Olds	Sci 3–4 yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Sci 3–4 yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Sci 3–4 yr.3.3: Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Standards for 4-Year-Olds	Sci 3–4 yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Sci 3–4 yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

UT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	Sci 3–4 yr.3.3: Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Strand 4: MATTER AND MOTION				
Standards for 3-Year-Olds	Sci 3–4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.	Cognitive	C. Conceptual Knowledge	3. Investigates to test hypotheses
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sci 3–4 yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Standards for 4-Year-Olds	Sci 3–4 yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.	Cognitive	C. Conceptual Knowledge	3. Investigates to test hypotheses
	Sci 3–4 yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Social Studies

Strand 1: CULTURE AND DIVERSITY

Standards for 3-Year-Olds	SS 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Standards for 4-Year-Olds	SS 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Strand 2: TIME, CONTINUITY, AND CHANGE

Standards for 3-Year-Olds	SS 3 yr.2.1: With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).	Cognitive	4.1 Draws conclusions about causes of events based on personal experience	4.1 Draws conclusions about causes of events based on personal experience
Standards for 4-Year-Olds	SS 4 yr.2.1: Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).	Cognitive	4.1 Draws conclusions about causes of events based on personal experience	4.1 Draws conclusions about causes of events based on personal experience

Strand 3: PEOPLE, PLACES, AND ENVIRONMENTS

Standards for 3-Year-Olds	SS 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SS 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	SS 3 yr.3.3: With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Standards for 4-Year-Olds	SS 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	SS 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).	Adaptive	D. Personal Safety	2. Provides and seeks information while conversing using words, phrases, or sentences
		Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	SS 4 yr.3.3: Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

STRAND 4: INDIVIDUAL DEVELOPMENT AND IDENTITY

Standards for 3-Year-Olds	SS 3 yr.4.: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Standards for 4-Year-Olds	SS 4 yr.4.1: Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

STRAND 5: INDIVIDUALS, GROUPS AND INSTITUTIONS

Standards for 3-Year-Olds	SS 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turntaking, resolving conflicts, and recognizing others' needs.	Social-Emotional	C. Interactions with Peers	3.2 Follows established social rules in familiar environments
	SS 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	Social-Emotional	E. Meeting Social Expectations	3. Maintains cooperative activity

UT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standards for 4-Year-Olds	SS 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turntaking, resolving conflicts, accepting consequences of actions, and recognizing others’ needs.	Social-Emotional	C. Interactions with Peers	2.1 Meets behavioral expectations in familiar environments
	SS 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).	Social-Emotional	E. Meeting Social Expectations	3. Maintains cooperative activity
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
STRAND 6: POWER, AUTHORITY, AND GOVERNANCE				
Standards for 3-Year-Olds	SS 3 yr.6.1: With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to class- room problems, and participate in voting for activities).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Standards for 4-Year-Olds	SS 4 yr.6.1: Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Standards for 3-Year-Olds	SS 3 yr.7.1: With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).	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
	SS 3 yr.7.2: Begin to recognize that people have jobs to meet needs, including self, classroom, and community.	Cognitive	D. Reasoning	4. Uses intentional gestures, vocalizations, and objects to communicate
Standards for 4-Year-Olds	SS 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).	Social-Communication	A. Early Social Communication	4.1 Draws conclusions about causes of events based on personal experience
	SS 4 yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.	Cognitive	D. Reasoning	4. Uses intentional gestures, vocalizations, and objects to communicate
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY

Standards for 3-Year-Olds	SS 3 yr.8.1: With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play.			
	SS 3 yr.8.2: With prompting and support, recognize the importance of balancing media time with other activities.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Standards for 4-Year-Olds	SS 4 yr.8.1: Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Social-Communication	D. Social Use of Language	4.1 Draws conclusions about causes of events based on personal experience
	SS 4 yr.8.2: Recognize the importance of balancing media time with other activities.	Cognitive	D. Reasoning	1. Uses language to initiate and sustain social interaction
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience