



ALIGNMENT

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

WITH
Missouri Early Learning Standards: Birth to Age Five

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

This document aligns the *Missouri Early Learning Standards: Birth to Age Five* [2021] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Missouri Department of Elementary and Secondary Education. (2021). *Missouri Early Learning Standards (MELS): Birth to Age Five*. Retrieved from: <https://dese.mo.gov/media/pdf/missouri-early-learning-standards>.

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| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|---|--|
| Approaches to Learning | | | | |
| Show Curiosity | | | | |
| Express interest in people | | | | |
| Show interest in learning new things and trying new experiences | | | | |
| Ask questions | | | | |
| Infant | Respond excitedly to people by kicking their feet, waving their arms, smiling, or making noises | Social-Emotional | A. Interactions with Adults | 1.2 Responds to familiar adult's positive social behavior |
| | Consistently look at, reach for, and mouth objects | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Smile, coo, grunt, babble or cry to communicate | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |
| Toddler | Observe and interact with others | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | Show concern for the feelings of others | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Explore their environment | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Practice new skills and develop independence while taking appropriate risks | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Ask questions, such as "Why?" | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| Preschooler | Ask about others | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |
| | Develop personal interest in topics, such as trains, dinosaurs, and dolls | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Experiment with toys, using trial and error | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| | Ask questions | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | Ask others for personal information, such as "What's your name?" | Social-Communication | D. Social Use of Language | 2.1 Asks questions to obtain information |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|--|---|
| Take Initiative | | | | |
| Initiate interaction with others | | | | |
| Make decisions independently | | | | |
| Develop independence during activities, routines, and play | | | | |
| Infant | Smile, grunt, babble, cry, and coo at familiar people | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Show a preference for familiar objects, such as a favorite blanket or pacifier | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Roll over | Gross Motor | A. Body Control and Weight Transfer | 3 (all) |
| | Crawl, scoot, or move toward others | Gross Motor | B. Movement and Coordination | 1 (all) |
| | Reach for toys and objects | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| Toddler | Request, verbally, or non-verbally for familiar adults to sing, read, or play | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | Move or run toward familiar caregivers, friends, or family members | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Express likes and dislikes | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Attempt to complete age-appropriate tasks, such as putting on socks and picking up toys | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| Preschooler | Participate in group activities and games | Social-Emotional | C. Interactions with Peers | 4.2 Participates in game |
| | | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | Offer to help with tasks, such as setting the table or feeding a pet | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Select materials for a project | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | Repeatedly ask for a favorite book to be read | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | Hang-up personal belongings or put them in designated place | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Ask a friend to join in play | Social-Emotional | C. Interactions with Peers | 3.1 Initiates cooperative activity |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|--|---|
| Exhibit Creativity | | | | |
| Try new ways of doing things | | | | |
| Use imagination to generate a variety of ideas | | | | |
| Exhibit sense of humor | | | | |
| Infant | Grab or kick an object to watch what happens | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Move their body in new and different ways, such as turning their head, reaching, grabbing, or rolling | Gross Motor | A. Body Control and Weight Transfer | 1. Turns head, moves arms, and kicks legs independently of each other |
| | Giggle or laugh | Social-Communication | A. Early Social Communication | 3.1 Vocalizes to another person expressing positive affective state |
| | Attempt to use words, sounds, and gestures to express their needs | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Engage in a variety of experiences, such as crawling, climbing, and looking at books | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Toddler | Move their body in new and different ways, such as tiptoeing, reaching, balancing, and jumping | Gross Motor | B. Movement and Coordination | 6.1 Jumps up and down in place |
| | Sing | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Act out roles in pretend play | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Create artwork with age-appropriate materials | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | Use objects for multiple purposes, such as using a block as a car | Cognitive | C. Conceptual Knowledge | 2.1 Uses object to represent another object |
| | Laugh with adults | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|----------------------|--|---|
| Preschooler | Complete projects differently than others | Social-Emotional | D. Independent and Group Participation | 3. Initiates and completes independent activities |
| | Use materials in new ways | Cognitive | E. Scientific Discovery | 3. Investigates to test hypotheses |
| | Invent new activities and games | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Suggest new rules for a familiar game | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Make up jokes | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |
| | Laugh at a funny story | Social-Communication | D. Social Use of Language | 3.3 Responds to topic initiations from others |
| | Make up silly songs or stories | Social-Communication | D. Social Use of Language | 3.2 Varies voice to impart meaning and recognize social or environmental conditions |
| | Create new dance moves | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Engage in pretend play | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|-------------------------------------|---|
| Show Confidence | | | | |
| Express ideas and opinions | | | | |
| View self as competent and has a positive self-image | | | | |
| Infant | Show a preference for familiar objects, such as a favorite blanket or pacifier | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Follow objects with their eyes | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Discover and play with their feet | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Point, reach, or gesture to show what they want or need | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | Move from one place to another by crawling, walking, rolling, or pulling | Gross Motor | A. Body Control and Weight Transfer | 3 (all) |
| | | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | Clap their hands to show excitement | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Toddler | Use words or gestures to communicate | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Choose their own clothing and dress themselves | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Carry their own supplies, such as a backpack or toys | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Show preference for their favorite foods | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | Talk and use phrases, such as "I do it." | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|----------------------|--|---|
| Preschooler | Communicate likes and dislikes | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Suggest a solution for a conflict or problem | Social-Emotional | D. Independent and Group Participation | 4. Resolves conflicts using negotiation |
| | Share ideas in a group situation, such as with family or peers | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Engage in challenging gross motor activities | Gross Motor | C. Active Play | All |
| | Build large and more complex structures | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Create more complex artwork | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | Participate in more complex activities, such as number games, writing, and science experiences | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|------------------|--|--|
| Display Persistence | | | | |
| Sustain attention to a task or activity that is age-appropriate | | | | |
| Pursue challenges | | | | |
| Cope with frustration | | | | |
| Infant | Repeatedly turn toward a sound or movement | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Repeat actions multiple times, such as kicking a mobile and making sounds | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Listen to a book | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Repeatedly dump and fill containers | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Repeatedly drop food from their highchair | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Self-sooth by holding on to their favorite blanket or toy | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Play independently for a short period of time | Social-Emotional | D. Independent and Group Participation | 3.3 Entertains self by playing with toys |
| | Attempt to complete a simple task, such as a simple puzzle or nesting cups | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Attempt new physical skills | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| Preschooler | Remain engaged in an activity, such as building an elaborate block structure or playing a game | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | Attend to a task regardless of distractions | Social-Emotional | D. Independent and Group Participation | 1.2 Responds appropriately to directions during small-group activities |
| | Show understanding when a peer accidentally knocks down their block structure | Social-Emotional | C. Interactions with Peers | 1.2 Responds appropriately to peer social behavior |
| | Lose a game without getting upset | Social-Emotional | C. Interactions with Peers | 4.2 Participates in game |
| | Persist in trying to complete a task after many attempts have failed, such as tying shoes | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|------------------------------------|--|----------------------|-------------------------------|---|
| Use Problem-Solving Skills | | | | |
| Recognize problems | | | | |
| Try to solve problems | | | | |
| Work with others to solve problems | | | | |
| Infant | Cry or vocalize to communicate their needs such as hunger or sleep | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Reach for or kick an object or toy | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Comfort themselves by sucking on their finger or holding a blanket | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Attempt to make things work such as, a musical toy | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| | Reach for or point to desired objects, such as a cracker or toy | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| Toddler | Notice when something is different or out of the ordinary | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Verbalize that there is a problem | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Ask for help | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | Change their behavior in response to problem | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |
| | Attempt to take turns with others | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|----------------------|----------------------------|---|
| Preschooler | State a personal problem, such as “I can’t get my jacket zipped.” or “I can’t find the purple marker.” | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Anticipate potential for problems, using phrases such as, “If I climb too high, I won’t be able to get down.” | Cognitive | D. Reasoning | 3.1 Evaluates common solutions to solve problems or reach goals |
| | Recall a previous problem and the solution | Cognitive | B. Imitation and Memory | 3. Relates past events |
| | Participate in decision making | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Take turns or share with others | Social-Emotional | C. Interactions with Peers | 3.3 Shares or exchanges objects |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|---|---|
| Social-Emotional Development (Knowledge of Self) | | | | |
| Exhibit Self-Awareness | | | | |
| Show respect for self | | | | |
| Develop personal preferences | | | | |
| Know personal information | | | | |
| Infant | Make eye contact with a caregiver | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Look at their hands and feet | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Express their likes and dislikes by using gestures, facial expressions, or words | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Respond to their name | Social-Communication | B. Communicative Understanding | 2.1 Recognizes own and familiar names |
| | Show preference for familiar people, places, or things | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Toddler | Have a comfort toy or object | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Express pride in their accomplishments by smiling, clapping their hands, or dancing in place | Social-Emotional | B. Social-Emotional Expression and Regulation | 3. Makes positive statements about self or accomplishments |
| | Show a strong desire for independence by shaking their head, turning away, or using phrases such as, "Me do it." | Social-Communication | A. Early Social Communication | 4.4 Expresses negation or protests |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|----------------------|--------------------------------|---|
| Preschooler | Know personal information, such as their name, their age, and the names of significant adults | Social-Emotional | E. Meeting Social Expectations | 4.2 States age |
| | | Social-Emotional | E. Meeting Social Expectations | 4.3 Provides given name or nickname of self and others |
| | Have a favorite song or book | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | Sing or read along with their favorite song or book | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Take care of their basic needs, such as brushing their teeth, dressing themselves, or getting a drink of water | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Perform simple chores, such as feeding the dog, setting the table, or putting away materials after they are done using them | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Stand up for their rights and express their needs | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Describe themselves using basic characteristics | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|---|---|
| Develop Self-Control | | | | |
| Follow simple rules | | | | |
| Accept transitions and follow daily routines | | | | |
| Express feelings through appropriate gestures, action, and language | | | | |
| Adapt to different environments | | | | |
| Infant | Calm down after being spoken to, rocked, or sung to with a soothing voice | Social-Communication | A. Early Social Communication | 1.1 Quiets to familiar voice |
| | Coo or babble | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |
| | Seek closeness to a familiar person | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Understand that some things are not okay to touch | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |
| | Cry when they are hungry, tired, or need a diaper change | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| Toddler | Try to help or give comfort when others are distressed | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Seek comfort from familiar adults when they are afraid | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Be redirected and follow simple directions | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | Follow a daily routine | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|------------------|---|---|
| Preschooler | Recognize and follow rules in a variety of settings, such as home, school, or the grocery store | Social-Emotional | E. Meeting Social Expectations | 3. Follows context-specific rules |
| | Recognize and follow safety rules | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | Recognize and participate in daily routines | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Share in the happiness or success of others | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Offer help to someone who is hurt | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Separate easily from familiar adults | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|------------------|--------------------------------|---|
| Develop Personal Responsibility | | | | |
| Care for personal and group belongings | | | | |
| Begin to accept the consequences of their own actions | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Pick up toys with help | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Put their backpack, coat, or shoes in their designated spaces | Social-Emotional | A. Interactions with Adults | 3.1 Initiates next step of familiar social routine |
| | Handle books carefully | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Try to help clean up a spill | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| Preschooler | Handle books and other objects carefully | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Put away their belongings and materials | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Complete their personal care routines, such as toileting, washing hands, and eating | Adaptive | B. Personal Care Routines | All |
| | Take ownership of their actions | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|---|---|
| Social-Emotional Development (Knowledge of Others) | | | | |
| Build Relationships of Mutual Trust and Respect with Others | | | | |
| Respect rights of others | | | | |
| Seek comfort and security from significant adults | | | | |
| Develop friendships | | | | |
| Use courteous words and actions | | | | |
| Respect similarities and differences among people | | | | |
| Infant | Recognize and smile, kick, or clap to familiar adult voice | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Calm to a gentle touch | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Respond to familiar faces by smiling, moving hands and feet, and vocalizing | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Seek attention from familiar adults | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| | Say or use gestures, such as “hi” or “bye” | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Toddler | Share toys or objects with support from an adult | Social-Emotional | C. Interactions with Peers | 1.1 Initiates social behavior toward peer |
| | Seek help from adults | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Show preference for specific children or adults | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | Show concern for another child who is upset | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others’ emotions |
| | Say “please,” “thank you,” “hello,” and “goodbye” | Social-Communication | D. Social Use of Language | 1.1 Follows social conventions of language |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|----------------------|---|---|
| Preschooler | Recognize that individuals have different religions, cultures, traditions, and abilities | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Respect the personal space of others | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Use an adult as a resource | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Follow adults' guidelines | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Seek comfort and security from familiar adults | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Play cooperatively with other children | Social-Emotional | C. Interactions with Peers | 3. Maintains cooperative activity |
| | Understand their behavior has an effect on others | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|---|---|
| Work Cooperatively with Others | | | | |
| Participate successfully as a member of a group | | | | |
| Share experiences and ideas with others | | | | |
| Begin to examine a situation from another person's perspective | | | | |
| Resolve conflicts with others | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Imitate others in the family or group | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Interact and play with other children | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | Take turns with the support of an adult | Social-Emotional | C. Interactions with Peers | 1. Maintains interaction with peer |
| | Seek an adult's help when a conflict arises | Social-Emotional | D. Independent and Group Participation | 4.1 Uses strategies to resolve conflicts |
| Preschooler | Allow others to join in play and activities | Social-Emotional | C. Interactions with Peers | 3.1 Initiates cooperative activity |
| | Participate cooperatively in large and small groups, sometimes as the leader and sometimes as a follower | Social-Emotional | D. Independent and Group Participation | 1. Interacts appropriately with others during small-group activities |
| | Engage in conversation to express their own ideas | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Express empathy | Social-Emotional | B. Social-Emotional Expression and Regulation | 1. Responds appropriately to others' emotions |
| | Adjust plans in consideration of others | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |
| | Show interest in fairness and establishing rules | Social-Emotional | E. Meeting Social Expectations | 2.1 Meets behavioral expectations in familiar environments |
| | Attempt to make amends | Social-Emotional | E. Meeting Social Expectations | 2.2 Adjusts behavior based on feedback from others or environment |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|-------------------------------|---|
| Language and Literacy (Spoken/Expressive Language) | | | | |
| Use Language to Communicate | | | | |
| Use the body to communicate | | | | |
| Initiate and respond appropriately in conversation and discussions | | | | |
| Use language to pretend or create | | | | |
| Use sentences of varying length | | | | |
| Infant | Express their needs or wants with gestures, vocalizations, or movement | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| | Smile, coo, grunt, babble, or cry | 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 |
| | Make a facial expression in response to others | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Turn their head when vocalizing with an adult | Social-Communication | A. Early Social Communication | 1. Turns and looks toward person speaking |
| | Begin to use specific sounds for objects, such as “Ba” for bottle | Social-Communication | C. Communicative Expression | 1.4 Uses consistent consonant–vowel combinations |
| | Begin to string sounds together | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |

| | MO Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|-------------|--|----------------------|-----------------------------|---|
| Toddler | Begin to combine two and three words in a series | Social-Communication | C. Communicative Expression | 1.1 Uses two-word utterances |
| | Begin to learn the rules of speech but still make errors, using phrases such as, “Me go with you.” | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | Initiate conversation and respond to adults and peers | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Uses simple words during play, such as, “Me the dog.” | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| | Speak clearly part of the time | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |
| Preschooler | Communicate their personal needs, preferences, and feelings | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Use language to pretend | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Tell real and make-believe stories | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Initiate and participate in conversations with adults and peers | Social-Communication | D. Social Use of Language | 1. Uses language to initiate and sustain social interaction |
| | Ask and answer questions | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Use complete and complex sentences | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |
| | Speak clearly | Social-Communication | C. Communicative Expression | 1. Produces multiple-word sentences to communicate |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|--------------------------------|---|
| Language and Literacy (Listening/Receptive Language) | | | | |
| Listen for Different Purposes | | | | |
| Listen to others | | | | |
| Listen to sounds in the environment | | | | |
| Follow simple directions | | | | |
| Listen responsively to books and stories | | | | |
| Respond to questions | | | | |
| Infant | Turn toward a familiar voice | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Smile or make a facial expression in response to others | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Turn their head or body to sound | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Look at and listen to books | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| | React to music and singing by kicking their feet or waving their hands | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Sit, listen, and sing along to their favorite stories | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Repeat words or phrases from familiar stories | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | React to music, rain, thunder, and other sounds | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Get a book when asked | Social-Communication | B. Communicative Understanding | 3.3 Follows one-step direction with contextual cues |
| | Respond to simple questions | Social-Communication | B. Communicative Understanding | 4.1 Answers who, what, and where questions |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|----------------------|--|--|
| Preschooler | Participate in group activities | Social-Emotional | D. Independent and Group Participation | 2. Interacts appropriately with others during large-group activities |
| | Listen to music and sing songs | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Follow directions with two or more steps | Social-Communication | B. Communicative Understanding | 3.1 Follows multistep directions with contextual cues |
| | Smile, laugh, or cry in response to books or stories | Literacy | A. Awareness of Print Concepts | 1. Participates in shared group reading |
| | Listen to multiple stories or books at a time | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Listen to and engage in conversations with others | Social-Communication | D. Social Use of Language | 3.4 Alternates between speaker and listener roles during conversations with others |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|------------------|--|--|
| Language and Literacy (Written Language) | | | | |
| Use Writing as a Means of Expression/Communication | | | | |
| Experiment with writing tools and materials | | | | |
| Use scribbles, shapes, pictures, letter-like forms, and letters to write | | | | |
| Tell others about marks and intended meaning of drawing or writing | | | | |
| Use a variety of resources to facilitate writing | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Engage in a variety of fine motor activities, such as feeding themselves, stringing large beads, and building with blocks | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Engage in sand and/or water play | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |
| | Use fingers and hands to grasp writing tools with whole fist | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |
| | Make dots, lines, or scribbles on paper | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| Preschooler | Use a variety of writing tools, such as crayons, markers, or pencils | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | Use scribbles, symbols and letter-like forms to communicate ideas, write books, or label pictures | Literacy | E. Writing | 3.4 Writes using "scribble writing" |
| | Participate in writing for meaning, such as writing their name on their art work, signing up to use the computer, or writing a thank-you note to a friend | Literacy | E. Writing | 2. Writes and draws for a variety of purposes |
| | Use written words in their environment to assist with writing, such as signs and cereal boxes | Literacy | E. Writing | 3. Writes words using conventional spelling |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|--------------------------------|---|
| Language and Literacy (Knowledge of Print and Books) | | | | |
| Apply Early Reading Skills | | | | |
| Show an interest in reading and books | | | | |
| Exhibit book handling skills | | | | |
| Recognize that print represents spoken words | | | | |
| Develop a sense of story | | | | |
| Read environmental print and symbols | | | | |
| Identify some alphabet letters | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Show interest in reading and books, and ask to read the same story repeatedly | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| | Make sounds and words using different pitches to mimic reading | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Repeat words or phrases from familiar stories | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Carry books | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|-------------|---------------------------------------|---|
| Preschooler | Read, or pretend to read, easy and predictable books | Literacy | D. Vocabulary and Story Comprehension | 2.3 Tells story associated with series of pictures |
| | Identify personally significant words, such as mom, dad, and cat | Literacy | A. Awareness of Print Concepts | 3. Recognizes print words for common or familiar people, objects, or pictures |
| | Retell a story | Literacy | D. Vocabulary and Story Comprehension | 2. Retells simple story |
| | Make predictions about books | Literacy | D. Vocabulary and Story Comprehension | 2.1 Makes predictions about what will happen next in story |
| | Relate personal history to text | Cognitive | D. Reasoning | 4.1 Draws conclusions about causes of events based on personal experience |
| | Identify characters in a book | Literacy | D. Vocabulary and Story Comprehension | 3. Demonstrates understanding of abstract story vocabulary |
| | Identify if the a book is fiction or non-fiction | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Tell what illustrators and authors do | Literacy | D. Vocabulary and Story Comprehension | 3.2 Demonstrates understanding of title, author, and illustrator |
| | Find their favorite cereal in the grocery store or find their name on a list | Literacy | A. Awareness of Print Concepts | 3 (all) |
| | Identify some letters in the alphabet, especially those in their name | Literacy | C. Alphabet Knowledge | 1.4 Names letters in own first name |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|----------------------|-------------------------------|--|
| Language and Literacy (Sounds of Language (Phonological Awareness)) | | | | |
| Attend to Sound of Language | | | | |
| Repeat rhymes, simple songs, poems, and finger plays | | | | |
| Participate in word games | | | | |
| Discriminate some sounds in words | | | | |
| Infant | Experiment and play with sounds, such as clicking tongue and blowing bubbles | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |
| | Imitate simple vowel sounds, such as “ah”, “oh”, and “oo” | Social-Communication | A. Early Social Communication | 2.1 Coos and gurgles |
| | Point and babble with inflection to imitate adult speech | Social-Communication | A. Early Social Communication | 3. Engages in vocal exchanges |
| | String sounds together and mimic animal sounds | Cognitive | B. Imitation and Memory | 2.2 Imitates familiar vocalizations |
| Toddler | Repeat silly sounds or make up silly words | Cognitive | B. Imitation and Memory | 2.1 Imitates novel vocalizations |
| | Mimic words they have heard | Cognitive | B. Imitation and Memory | 2.1 Imitates novel vocalizations |
| | Ask for favorite rhymes, songs, poems, and finger plays | Social-Communication | A. Early Social Communication | 4.1 Makes requests of others |
| Preschooler | Experiment with alliteration, such as, “Sally sells seashells by the seashore.” | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Recognize beginning and ending letter sounds | Literacy | B. Phonological Awareness | 4.3 Identifies last sounds in CVC words |
| | | Literacy | B. Phonological Awareness | 4.4 Identifies beginning sounds in CVC words |
| | Identify syllables in words | Literacy | B. Phonological Awareness | 3. Segments syllables of two- and three-syllable words |
| | | Literacy | B. Phonological Awareness | 3.2 Claps for each syllable in two- and three-syllable words |
| | Make sound-letter associations | Literacy | C. Alphabet Knowledge | 2.4 Produces correct sounds for six letters of alphabet |
| | Make up words that rhyme | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |
| | Play games with letters, such as I Spy | Social-Emotional | C. Interactions with Peers | 4.2 Participates in game |
| | Create new words by substituting one letter sound for another | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|--------------------------------|---|
| Mathematics (Number and Operations) | | | | |
| Develop Number Sense | | | | |
| Show interest and understanding in counting | | | | |
| Explores quantity | | | | |
| Infant | Listen to songs or finger plays that include counting and quantity | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Look and listen to a counting book | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Hold an object in each hand | Cognitive | D. Reasoning | 1.2 Retains one object when second object is obtained |
| | Place one object in each cup of a muffin tin | Fine Motor | A. Reach, Grasp, and Release | 3.1 Releases object into targeted space |
| | Show one finger for first birthday or age one | Social-Communication | A. Early Social Communication | 4. Uses intentional gestures, vocalizations, and objects to communicate |
| Toddler | Begin to count objects | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |
| | Use fingers to show age | Math | A. Counting | 1.2 Recites numbers 1–3 |
| | Recognize which group has more | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| | Sing songs with number words | Math | C. Reading and Writing Numbers | All |
| | Listen to counting books | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Place puzzle pieces in an inset puzzle | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | Hold an object in each hand and say, “I have two.” | Math | A. Counting | 1.1 Counts 3 items to determine “How many?” |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|------------------|----------------------------|---|
| Preschooler | Rote count | Math | A. Counting | 2.2 Recites numbers 1–10 |
| | Use fingers to represent numbers | Math | A. Counting | 2.2 Recites numbers 1–10 |
| | Count familiar objects | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| | Recognize quantities without counting | Math | A. Counting | 2.1 Counts 10 items to determine “How many?” |
| | Compare objects and decide which has more, less or the same | Math | B. Quantitative Relations | 1.3 Uses quantity comparison words |
| | Explore fractions, such as half of a cookie | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Estimate the number of marbles in a jar | Cognitive | E. Scientific Discovery | 2. Anticipates outcome of investigation |
| | Recognize that if there are three friends, you need three cartons of milk | Math | A. Counting | 1. Counts out 3 items |
| | Participate in number games | Social-Emotional | C. Interactions with Peers | 4.2 Participates in game |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|-------------|--------------------------------|---|
| Develop Numerical Representation | | | | |
| Identify numerals in everyday situations | | | | |
| Use drawings to represent number | | | | |
| Write some numerals | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Begin to say and/or use some number names | Math | A. Counting | 1.2 Recites numbers 1–3 |
| | Show two fingers for age | Math | A. Counting | 1.2 Recites numbers 1–3 |
| Preschooler | Draw to show size or quantity | Literacy | E. Writing | 2.1 Makes representational drawings |
| | Keep score of game using symbols or numerals | Math | C. Reading and Writing Numbers | 1. Reads and writes numerals for quantities to 5 |
| | | Math | C. Reading and Writing Numbers | 2. Reads and writes numerals for quantities 6–10 |
| | Find numerals in books, posters, and signs | Math | C. Reading and Writing Numbers | 1.2 Labels numerals 1–5 |
| | | Math | C. Reading and Writing Numbers | 2.2 Labels numerals 6–10 |
| | Match numerals with quantity | Math | C. Reading and Writing Numbers | 1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5 |
| | | Math | C. Reading and Writing Numbers | 2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10 |
| | Examine a chart, identify which column has more, and write the corresponding number | Math | C. Reading and Writing Numbers | 1. Reads and writes numerals for quantities to 5 |
| | | Math | C. Reading and Writing Numbers | 2. Reads and writes numerals for quantities 6–10 |
| | Play restaurant and write how much on a ticket | Math | C. Reading and Writing Numbers | 1. Reads and writes numerals for quantities to 5 |
| | | Math | C. Reading and Writing Numbers | 2. Reads and writes numerals for quantities 6–10 |
| | Identify first, second, and last positions in a line | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|-------------|------------------------------|--|
| Mathematics (Geometry and Spatial Sense) | | | | |
| Investigation Positions and Locations | | | | |
| Take objects apart and puts them together | | | | |
| Use actions and words to indicate position and location | | | | |
| Use actions and words to indicate movement and orientation | | | | |
| Infant | Place objects in and out of an open container | Fine Motor | A. Reach, Grasp, and Release | 3.1 Releases object into targeted space |
| | Play with nesting cups | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | Explore by throwing, dropping, shaking, and banging objects | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Explore environments by rolling, scooting, crawling, cruising, and walking to reach objects or places | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Toddler | Complete simple puzzle | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | Stack small blocks | Fine Motor | A. Reach, Grasp, and Release | 3. Stacks objects |
| | String large beads | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Build with large, interlocking blocks | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | Follow directions that contain position and locational words, such as, "Stand on the first step." | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| Preschooler | Build with interlocking blocks | Fine Motor | B. Functional Skill Use | 3.1 Assembles toy |
| | Complete frame and floor puzzles | Fine Motor | B. Functional Skill Use | 3.1 Assembles toy |
| | Move themselves to show position | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Use objects to show position | Cognitive | C. Conceptual Knowledge | 4.1 Identifies common concepts |
| | Follow a path or move through an obstacle course | Gross Motor | B. Movement and Coordination | 5. Runs while avoiding people, furniture, or other objects |
| | Explain where objects and/or people are located | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|------------------|--|--|
| Explore Shapes | | | | |
| Investigate and talk about the characteristics of shapes | | | | |
| Identify and name some shapes | | | | |
| Create and duplicate three-dimensional and two-dimensional shapes | | | | |
| Infant | Focus on, reach for, bat at, or grasp shapes in the environment | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Explore a shape sorter | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Stack and line up blocks to create another shape | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| Toddler | Match basic shapes that vary in size | Cognitive | C. Conceptual Knowledge | 3.2 Classifies according to physical attribute |
| | Put round, square, and triangular pieces into a shape sorter | Fine Motor | B. Functional Skill Use | 3.3 Fits variety of shapes into corresponding spaces |
| | Point to a shape when named | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Draw circular scribbles | Fine Motor | C. Mechanics of Writing | 1.1 Writes or draws using mixed strokes |
| | Say “ball” to name a spherical object | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Preschooler | Discuss the shapes of objects, such as, “The pizza is round.” | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Use materials to create shapes, such as clay, blocks, and yarn | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Find shapes in the environment | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Combine basic shapes to create a new shape, such as two squares to make a rectangle | Cognitive | E. Scientific Discovery | 3.2 Manipulates materials to cause change |
| | Play shape games, such as Tangrams | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|------------------|--------------------------------|--|
| Mathematics (Patterns and Relationships (Algebra)) | | | | |
| Develop an Awareness of Patterns | | | | |
| Recognize patterns and relationships | | | | |
| Duplicate and extend patterns | | | | |
| Create patterns | | | | |
| Infant | Repeat patterns that make things happen, such as banging a rattle | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Participate in predictable games, such as Peek-a-Boo, Pat-a-Cake, and So Big | Social-Emotional | A. Interactions with Adults | 2.2 Repeats part of interactive game or action in order to continue game or action |
| | Listen to books with repetitive phrases | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Toddler | Imitate a simple movement pattern, such as clap-stomp-clap-stomp | Cognitive | B. Imitation and Memory | 1.1 Imitates novel simple motor action not already in repertoire |
| | Read repetitive books with an adult | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Create a simple pattern with help, by lining up toys or large stringing beads | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| Preschooler | Discuss colors or patterns in their clothing, using phrases such as, "I have red and blue stripes on my shirt." | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Recognize a pattern in a story | Literacy | A. Awareness of Print Concepts | 1.1 Participates in shared one-on-one reading |
| | Repeat a pattern according to size, color, and shape | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Create more complex patterns using art materials or other toys | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Begin to see and discuss patterns in words, such as cat, hat, mat, and fat | Literacy | B. Phonological Awareness | 1. Produces rhyming words given oral prompt |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|------------------|----------------------------|---|
| Mathematics (Measurement) | | | | |
| Use Measurement | | | | |
| Explore ways to measure | | | | |
| Measure using objects | | | | |
| Compare objects using measurable features | | | | |
| Use language to describe measurement | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Use words to describe measurement, such as big, heavy, empty, and full | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Refer to a group of large animals as “mamas” and smaller animals as “babies” | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Compare height to others | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |
| | Explore size differences by playing with nesting toys or measuring cups | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Imitate adults using measuring tools, such as pretending to take a “patient’s” temperature | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| Preschooler | Talk about an object being longer than another object | Cognitive | C. Conceptual Knowledge | 4.2 Identifies concrete concepts |
| | Use words to describe measurement, such as short, tall, wide, hot, or cold | Cognitive | C. Conceptual Knowledge | 3.3 Discriminates between objects or people using common attributes |
| | Fill a container with solids or liquids | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Explore measurements by playing with measuring cups, measuring tapes, and rulers | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Put objects in order, such as putting cars in a row according to size | Cognitive | C. Conceptual Knowledge | 4. Uses early conceptual comparisons |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|-------------|-------------------------|--|
| Mathematics (Data) | | | | |
| Explore Data | | | | |
| Collect and organize information | | | | |
| Displays information (charts and graphs) | | | | |
| Infant | Not developmentally appropriate for this age | | | |
| Toddler | Not developmentally appropriate for this age | | | |
| Preschooler | Collect information to answer questions or solve problems | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Create a chart from gathered information, such as, "How many friends want juice or milk?" or "How many friends have on boots?" | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |
| | Vote on a favorite item and then communicate the results of the vote verbally or using charts | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|-------------|-------------------------|--|
| Science (Physical Science) | | | | |
| Explore, Investigate, and Solve Problems of the Physical World | | | | |
| Ask questions | | | | |
| Make predictions based on experiences | | | | |
| Experiment | | | | |
| Reflect on results | | | | |
| Infant | Move head toward light and/or movements | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Bat at objects | Gross Motor | C. Active Play | 1. Swings bat, club, or stick to strike stationary object |
| | Explore objects by mouthing | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Continuously bang and/or rattle objects to make noise | Cognitive | D. Reasoning | 2.2 Uses simple actions on objects |
| | Rub soft toys and blankets | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Attempt to use simple tools, such as cups, buckets, or unbreakable mirrors | Cognitive | A. Sensory Exploration | 2. Combines simple actions to examine people, animals, and objects |
| Toddler | Use objects in a purposeful way, such as pushing, pulling, or sliding | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Look at, bang, and shake toys to see how they work | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Notice differences in textures | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Use simple tools, such as funnels, unbreakable mirrors, or cups | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|-------------|-------------------------|---|
| Preschooler | Make connections between cause and effect when playing with marble mazes or cars and ramps | Cognitive | E. Scientific Discovery | 4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes |
| | Use tools such as ramps, magnets, scales, eyedroppers, or binoculars | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Describe properties, using phrases such as, "This slide is slick." | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Notice similarities and differences of objects, using phrases, such as, "This ball will bounce higher." | Cognitive | E. Scientific Discovery | 2. Anticipates outcome of investigation |
| | Document predictions and outcomes | Cognitive | E. Scientific Discovery | 4. Transfers knowledge |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|---------------------------------------|--|
| Science (Life Science) | | | | |
| Explore, Investigate, and Solve Problems of Living Things | | | | |
| Ask questions | | | | |
| Make predictions based on experiences | | | | |
| Experiment | | | | |
| Reflect on results | | | | |
| Infant | Observe living things in the environment | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Use their senses to investigate the environment, such as touching a dog | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Move toward an object to investigate it, such as rolling toward a cat or a plant | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Name familiar animals | Social-Communication | C. Communicative Expression | 1.2 Uses 50 single words, signs, or symbols |
| | Look at plants | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Dig in the dirt to find worms | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Toddler | Participate in songs, finger plays, and stories about living things | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Participate in nature activities | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Point to the animal in a story | Literacy | D. Vocabulary and Story Comprehension | 1.2 Locates familiar objects, people, events, and actions in picture books |
| | Help take care of plants or animals | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|------------------|-----------------------------|--|
| Preschooler | Look for insects | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Help plant and harvest a garden | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Compare plants and animals, using phrases such as, "These are farm animals." | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Describe what they know about animals | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Know that living things need water and food | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |
| | Take care of plants or animals | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Play outside | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|-------------|-------------------------|--|
| Science (Earth Science) | | | | |
| Explore, Investigate, and Solve Problems Involving Properties of the Earth and Sky | | | | |
| Ask questions | | | | |
| Make predictions based on experiences | | | | |
| Experiment | | | | |
| Reflect on results | | | | |
| Infant | Turn their head or respond to the sound of rain or thunder | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Use senses to explore earth materials, such as sand, dirt, and water | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Respond to weather conditions with actions, such as hiding eyes in bright sun | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Play in the sand, dirt, or water using tools, such as scoops or shovels | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Observe the clouds, moon, and stars | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Play with their shadow | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Use words to name weather conditions, such as rainy, cold, or hot | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Question interactions with weather, asking questions, such as, "Why can't we go outside?" | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Observe the weather by listening to the rain, pointing to snow or jumping when they hear thunder | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|---|------------------|--------------------------------|--|
| Preschooler | Identify or label characteristics of earth materials, such as sand, dirt, and water | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Notice different weather conditions | Cognitive | E. Scientific Discovery | 2.3 Makes observations |
| | Use tools to investigate properties of the earth, such as pinwheels, magnifying glasses, or prisms | Cognitive | E. Scientific Discovery | 1.1 Uses simple tools to gather information |
| | Participate in activities related to the earth, such as making mud, looking at stars, and making sand castles | Cognitive | E. Scientific Discovery | 1. Expands simple observations and explorations into further inquiry |
| | Help with recycling or conservation activities | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |
| | Notice seasonal changes | Cognitive | E. Scientific Discovery | 2.2 Demonstrates knowledge about natural happenings |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|-------------|-------------------------------------|---|
| Physical Development (Physical Development and Coordination) | | | | |
| Use Gross Motor Skills with Purpose and Coordination | | | | |
| Control body movements | | | | |
| Use large muscle movements to manipulate objects | | | | |
| Move from one point to another | | | | |
| Infant | Roll, scoot, or nudge to move around the environment | Gross Motor | A. Body Control and Weight Transfer | 3 (all) |
| | Roll from their back to tummy and back again | Gross Motor | A. Body Control and Weight Transfer | 3 (all) |
| | Lift their head and turn it from side to side | Gross Motor | A. Body Control and Weight Transfer | 1.3 Turns head side to side |
| | Bring their hands to their mouth | Fine Motor | A. Reach, Grasp, and Release | 1.1 Brings hands together near midline |
| | Sit with support | Gross Motor | A. Body Control and Weight Transfer | 4.5 Sits balanced using hands for support |
| | “Cruise” along furniture or walls | Gross Motor | B. Movement and Coordination | 3.4 Cruises |
| | Stand alone | Gross Motor | B. Movement and Coordination | 2.2 Stands unsupported |
| | Walk with help and then alone | Gross Motor | B. Movement and Coordination | 3 (all) |
| | Crawl up steps and climb over low objects | Gross Motor | B. Movement and Coordination | 4.2 Moves up and down stairs |
| | | Gross Motor | B. Movement and Coordination | 4.3 Gets up and down from low structure |
| | Bang two objects together | Fine Motor | A. Reach, Grasp, and Release | 1.1 Brings hands together near midline |
| | Throw objects without accuracy | Fine Motor | A. Reach, Grasp, and Release | 3.2 Releases object into nondefined space |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|-------------|------------------------------|--|
| Toddler | Walk forwards and backwards | Gross Motor | B. Movement and Coordination | 3.1 Walks without support |
| | Straddle and ride toys without pedals | Gross Motor | C. Active Play | 3.4 Sits on riding toy or in wagon while in motion |
| | Climb on structures | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| | Walk up and down stairs using alternating feet | Gross Motor | B. Movement and Coordination | 4.1 Walks up and down stairs using support |
| | Squat, stoop, or bend | Gross Motor | B. Movement and Coordination | 2. Stoops and regains balanced standing position |
| | Jump with both feet off the floor | Gross Motor | B. Movement and Coordination | 6.1 Jumps up and down in place |
| | Try to balance on one foot | Gross Motor | B. Movement and Coordination | 7.2 Hops forward on one foot |
| | Attempt to throw, catch, and kick a ball | Gross Motor | C. Active Play | 1.6 Throws or rolls ball at target with two hands |
| Preschooler | Walk, run, jump, gallop, and hop on one foot | Gross Motor | B. Movement and Coordination | 7. Skips |
| | “Stop” or “freeze” and then change directions while playing a game | Gross Motor | B. Movement and Coordination | 5. Runs while avoiding people, furniture, or other objects |
| | Bend, stretch, turn, and twist their body | Gross Motor | C. Active Play | 2. Uses hands to hang on play equipment with bars |
| | Balance on one foot | Gross Motor | B. Movement and Coordination | 7.2 Hops forward on one foot |
| | Throw, kick, bounce, and catch a ball | Gross Motor | C. Active Play | 1.1 Bounces ball with one hand |
| | Ride a tricycle, bicycle, or wheeled toy with pedals | Gross Motor | C. Active Play | 3. Rides and steers bicycle |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|----------------------|------------------------------|--|
| Use Fine Motor Skills with Purpose and Coordination | | | | |
| Use fingers and hands to accomplish fine motor tasks | | | | |
| Use tools in a functional manner | | | | |
| Exhibit coordination of facial muscles | | | | |
| Infant | Hold an adult's finger | Fine Motor | A. Reach, Grasp, and Release | 2.2 Grasps small cylindrical object |
| | Pass an object from one hand to another | Fine Motor | B. Functional Skill Use | 3.5 Transfers object from hand to hand |
| | Rake objects with hands | Fine Motor | A. Reach, Grasp, and Release | 2.3 Grasps pea-size object using fingers in raking or scratching movement |
| | Reach for and hold an object, such as a rattle | Fine Motor | A. Reach, Grasp, and Release | 2.4 Grasps hand-size object using whole hand |
| | Use hands to feed themselves | Adaptive | A. Eating and Drinking | 3.2 Eats with fingers |
| | Pick up objects with thumb and forefinger using a pincer grasp | Fine Motor | A. Reach, Grasp, and Release | 2. Grasps pea-size object |
| | Empty containers | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | Coo, smile, and frown | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Imitate fingerplays | Cognitive | B. Imitation and Memory | 1. Imitates novel coordinated motor actions |
| | Fasten and unfasten clothing | Fine Motor | B. Functional Skill Use | 1.3 Uses fingers to explore object |
| | Begin to use a spoon and fork | Adaptive | A. Eating and Drinking | 3.1 Brings food to mouth with eating utensil |
| | Turn pages of a book, one-by-one | Fine Motor | B. Functional Skill Use | 2.1 Turns object using either hand |
| | Imitate facial expression | Social-Emotional | A. Interactions with Adults | 1.1 Responds appropriately to familiar adult's affective tone |
| Preschooler | Fasten buttons, zip zippers, or snap snaps independently | Fine Motor | B. Functional Skill Use | 3. Manipulates object with two hands, each performing different action |
| | Build with small connecting blocks | Fine Motor | B. Functional Skill Use | 3.1 Assembles toy |
| | Create art using tools, such as paintbrushes and scissors | Fine Motor | B. Functional Skill Use | 3.4 Holds object with one hand and manipulates object or produces action with other hand |
| | Use writing tools | Fine Motor | C. Mechanics of Writing | 1. Holds writing tool using three-finger grasp to write or draw |
| | Use eating utensils | Adaptive | A. Eating and Drinking | 3. Eats with eating utensils |
| | Play board games | Social-Emotional | C. Interactions with Peers | 4.2 Participates in game |
| | Speak clearly | Social-Communication | D. Social Use of Language | 2. Provides and seeks information while conversing using words, phrases, or sentences |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|--------------------------------|--|
| Respond to Sensory Input to Function in the Environment | | | | |
| Exhibit sensory awareness | | | | |
| Exhibit body awareness | | | | |
| Exhibit spatial awareness | | | | |
| Exhibit temporal awareness | | | | |
| Infant | Stare at faces or at their own feet and hands | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Cry or fuss when wet, soiled, tired, or hungry | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Follow a slow-moving object | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Turn toward sound | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Grab an adult's nose | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Anticipate routines, such as naps and meals | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Show preferences for textures and foods | Social-Communication | A. Early Social Communication | 4.2 Makes choices to express preferences |
| | Notice noises and asks questions, such as, "What's that?" | Social-Communication | C. Communicative Expression | 4.1 Asks wh- questions |
| | Identify some body parts | Social-Communication | B. Communicative Understanding | 2. Locates common objects, people, or events |
| | Move body to rhythms | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Anticipates and participates in routines | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| Preschooler | Use touch, sight, smell, taste, and hearing to understand world | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| | Identify many body parts | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Move through the environment without bumping into people and objects | Gross Motor | B. Movement and Coordination | 3. Walks avoiding people, furniture, or objects |
| | | Gross Motor | B. Movement and Coordination | 5. Runs while avoiding people, furniture, or other objects |
| | Know there are routines and schedules they must follow, such as breakfast, school time, and bed time | Social-Emotional | E. Meeting Social Expectations | 3.2 Follows established social rules in familiar environments |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|----------------------|-------------------------------------|---|
| Physical Development (Health) | | | | |
| Practice Healthy Behaviors | | | | |
| Show independence in personal care routines | | | | |
| Participate in daily physical activity | | | | |
| Exhibit body strength and endurance | | | | |
| Infant | Cry or fuss when hungry, tired, or need a diaper change | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Bat at objects, kick, and roll over | Fine Motor | A. Reach, Grasp, and Release | 1.2 Makes directed movements with arms |
| | | Gross Motor | A. Body Control and Weight Transfer | 3. Rolls from back to stomach |
| | Sit with help | Gross Motor | A. Body Control and Weight Transfer | 4.5 Sits balanced using hands for support |
| | Crawl, cruise, walk, or run | Gross Motor | B. Movement and Coordination | 5.1 Runs |
| | Sit alone | Gross Motor | A. Body Control and Weight Transfer | 4.4 Sits balanced without support |
| | Pull to stand | Gross Motor | B. Movement and Coordination | 2.3 Pulls to standing position |
| | Play outside | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |

| | MO Standards | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|-------------|---|------------------|---|---|
| Toddler | Show signs of readiness for toileting | Adaptive | B. Personal Care Routines | 1.3 Indicates awareness of soiled and wet pants or diapers |
| | Wash their hands | Adaptive | B. Personal Care Routines | 2.2 Washes and dries hands |
| | Like to take baths and splash in water | Social-Emotional | A. Interactions with Adults | 3. Participates in familiar social routines with caregivers |
| | Run, climb, and ride toys with wheels | Gross Motor | B. Movement and Coordination | 5.1 Runs |
| | | Gross Motor | C. Active Play | 3.4 Sits on riding toy or in wagon while in motion |
| | Pull and push objects | Cognitive | D. Reasoning | 2. Coordinates actions with objects to achieve new outcomes |
| | Climb stairs or stationary objects | Gross Motor | B. Movement and Coordination | 4.1 Walks up and down stairs using support |
| | Self-sooth to relax and sleep | Social-Emotional | B. Social-Emotional Expression and Regulation | 2. Uses appropriate strategies to manage emotional states |
| | Play outside | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |
| Preschooler | Manage their toileting routine | Adaptive | B. Personal Care Routines | 1. Carries out all toileting functions |
| | Wash and dry their hands | Adaptive | B. Personal Care Routines | 2.2 Washes and dries hands |
| | Cover their nose and mouth when sneezing | Social-Emotional | E. Meeting Social Expectations | 1. Meets observable physical needs in socially appropriate ways |
| | Play on or with gross motor equipment | Gross Motor | C. Active Play | 2 (all) |
| | Engage in running, jumping, and chasing | Gross Motor | B. Movement and Coordination | 5. Runs while avoiding people, furniture, or other objects |
| | Ride pedal toys | Gross Motor | C. Active Play | 3. Rides and steers bicycle |
| | Climb a ladder on a slide | Gross Motor | C. Active Play | 2.2 Climbs play equipment |
| | Climb stairs with alternating steps | Gross Motor | B. Movement and Coordination | 4. Alternates feet going up and down stairs |
| | Tell an adult when they are tired or need to rest | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |
| | Play outside | Cognitive | E. Scientific Discovery | 1.2 Uses senses to explore |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|---|----------------------|---|--|
| Physical Development (Safety) | | | | |
| Practice Safe Behaviors | | | | |
| Know and follow safety rules | | | | |
| Recognize personal danger | | | | |
| Know how and when to seek help from others | | | | |
| Infant | Cry when they need help or to communicate pain, hunger, discomfort, or fear | Social-Communication | A. Early Social Communication | 3.2 Vocalizes to another person expressing negative affective state |
| | Respond to warnings, such as, "STOP!", "NO, NO!", and "HOT!" | Social-Communication | B. Communicative Understanding | 2.2 Responds to single-word directive |
| | Use adult as a resource or help when feeling unsafe | Social-Emotional | A. Interactions with Adults | 2.1 Initiates simple social interaction with familiar adult |
| Toddler | Listen to and follow directions during emergencies | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |
| | Respond to warnings | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |
| | Ask for adult support when the child feels discomfort, danger, anger, or when conflicts occur | Adaptive | D. Personal Safety | 1.1 Communicates internal distress, discomfort, or pain to adult |
| | Use adult for a resource when feeling unsafe | Social-Emotional | B. Social-Emotional Expression and Regulation | 2.2 Seeks comfort, closeness, or physical contact from familiar adult |
| | Shout for help | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|-------------|-------------------------|--|
| Preschooler | Listen to and follow directions during emergencies | Adaptive | D. Personal Safety | 3.1 Responds appropriately to warnings of dangerous conditions or substances |
| | Participate in safety drills | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | Ask an adult for help | Adaptive | D. Personal Safety | 1. Takes independent action to alleviate distress, discomfort, and pain |
| | Call for help during emergencies, such as shout for an adult or call 9-1-1 | Adaptive | D. Personal Safety | 4. Recognizes and reports information regarding safety |
| | Recognize trusted adults, such as police officers and firefighters | Cognitive | C. Conceptual Knowledge | 3.1 Classifies according to function |
| | Follow vehicle, street, and public safety | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | Sit in a car seat | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |
| | Practice bike safety | Adaptive | D. Personal Safety | 2. Complies with common home and community safety rules |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|---|----------------------|--|--|
| Expressive Arts (Music and Movement) | | | | |
| Show Interest in Music and Movement | | | | |
| Use body to move to music and express self | | | | |
| Use music and movement to express concepts, ideas, or feelings | | | | |
| Infant | Respond to fast music by waving arms, rocking body, nodding head, and kicking legs | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Respond to soft, calming music during naptime by quieting and relaxing their body movements | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| | Attempt to sing | Social-Communication | A. Early Social Communication | 2. Produces speech sounds |
| | Attempt to dance to music | Cognitive | A. Sensory Exploration | 1.1 Reacts to events or stimulation |
| Toddler | Pretends to move like an animal | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Sing songs | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Dance to music | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | Bang on a pot to make music | Cognitive | D. Reasoning | 2.1 Tries different simple actions to achieve goal |
| | Clap to music | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| Preschooler | Participate in movement activities, such as tag or freeze dance | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | Create new dances | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Sing their favorite songs or sing-along to music | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |
| | Make up songs | Literacy | B. Phonological Awareness | 1.2 Participates in repetitive verbal play |
| | Create and play musical instruments | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Clap to a rhythm | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|---|--|----------------------|--|--|
| Expressive Arts (Visual Arts) | | | | |
| Show Interest in Visual Arts | | | | |
| Explore and experiment with a range of media through sensory exploration | | | | |
| Use a range of materials to create pictures or three-dimensional objects | | | | |
| Use creative art to express thoughts, feelings and experiences | | | | |
| Infant | Look at, smile, or coo at pictures of faces and simple designs | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Touch, point, or track colorful objects | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Begin to experiment with art materials | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| | Use drawing tools with assistance | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| Toddler | Use art materials, such as paint, markers, clay, and crayons | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | Make random marks on paper | Fine Motor | C. Mechanics of Writing | 1.4 Scribbles |
| | Observe pictures, posters, and other art work | Cognitive | A. Sensory Exploration | 2.1 Uses sensory means to explore people, animals, and objects |
| Preschooler | Use art materials as intended | Social-Emotional | D. Independent and Group Participation | 1.1 Interacts appropriately with materials during small-group activities |
| | Create art work that represents people, places, and objects | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Discuss artwork | Social-Communication | D. Social Use of Language | 2.2 Describes objects, people, and events as part of social exchange |
| | Look at other artwork | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--|--|------------------|-----------------------------|---|
| Expressive Arts (Drama) | | | | |
| Show Interest in Dramatic Arts | | | | |
| Express self through physical action and sound | | | | |
| Begin to use representation to communicate | | | | |
| Begin to pretend play | | | | |
| Use creativity and imagination to assume roles in dramatic play | | | | |
| Infant | Look at, smile, or coo at faces | Social-Emotional | A. Interactions with Adults | 1. Initiates positive social behavior toward familiar adult |
| | Watch familiar actions and sounds | Cognitive | A. Sensory Exploration | 1. Orients to events or stimulation |
| | Imitate familiar actions during play, such as rocking a baby or serving a pretend meal | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Explore with puppets | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| Toddler | Pretend to cook, clean, and care for family | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Imitate actions of people | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Use puppets | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Act out new experiences | Social-Emotional | C. Interactions with Peers | 2.2 Uses imaginary props in play |
| | Pretend to be a familiar animal, such as a duck sitting on a nest | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |

| MO Standards | | AEPS-3 Area | AEPS-3 Strand | AEPS-3 Items |
|--------------|--|------------------|--|---|
| Preschooler | Pretend to role play various family and career roles, such as mother, father, or teacher | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Act out nursery rhymes or favorite stories | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| | Use language to extend play, using statements, such as, "I am going to pick my baby up from school now." | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Take on "roles" in play, using statements, such as, "I am the mommy and you are the daddy." | Social-Emotional | C. Interactions with Peers | 2.1 Enacts roles or identities in imaginary play |
| | Create props for play | Cognitive | D. Reasoning | 3. Solves problems using multiple strategies |
| | Put on a "performance" | Social-Emotional | C. Interactions with Peers | 2. Plans and acts out recognizable event, theme, or storyline in imaginary play |
| | Listen and watch an age-appropriate play or performance | Social-Emotional | D. Independent and Group Participation | 2.2 Responds appropriately to directions during large-group activities |