



ALIGNMENT



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

**WITH
Connecticut Early Learning and Development Standards**

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

This document aligns the *Connecticut Early Learning and Development Standards* [2014] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Connecticut Office of Early Childhood. (2014). *Connecticut Early Learning and Development Standards*. Retrieved from: <https://www.ctoec.org/wp-content/uploads/2019/12/CT-ELDS-Main-2014.pdf>

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Cognition				
Early learning experiences will support children to develop effective approaches to learning				
Curiosity and Initiative				
0-6 months	C.6.1 Use senses to explore immediate environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-12 months	C.12.1 Seek familiar people and/or objects that are not there	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
12-18 months	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
18-24 months	C.24.1 Explore objects, activities and environments	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24-36 months	C.36.1 Ask questions and seek answers from a variety of sources	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
3 to 4 years	C.48.1 Explore and investigate a variety of experiences and topics using different materials	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4 to 5 years	C.60.1 Investigate ways to make something happen	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Engagement with Environment, People and Objects				
0-6 months	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18-24 months	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
24-36 months	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
3 to 4 years	C.48.2 Maintain interest in exploring specific topics over time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 to 5 years	C.60.2 Express interest in learning about a specific topic over time	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Eagerness to Learn				
0-6 months	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
6-12 months	C.12.3 Seek out new materials and experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	C.18.3 Explore new ways to use objects and observe results	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
18-24 months	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
24-36 months	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
3 to 4 years	C.48.3 Seek out new challenges and novel experiences	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 to 5 years	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
Cooperation with Peers in Learning Experiences				
3 to 4 years	C.48.4 Engage in and complete learning activities with peers	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	C.48.5 Help and cooperate in group	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
4 to 5 years	C.60.5 Plan and complete learning activity with a peer	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	C.60.6 Model or teach peers how to use materials or complete a task	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to use logic and reasoning.				
Cause and Effect				
0-6 months	C.6.4 Show interest in the results of their actions and “accidental” discoveries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
12-18 months	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
18-24 months	C.24.4 Repeat actions over and over and notice results.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
24-36 months	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3 to 4 years	C.48.6 Manipulate materials and communicate about the impact of own actions.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
4 to 5 years	C.60.7 Try multiple uses of same materials and observe differing results.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Attributes, Sorting, and Patterns				
0-6 months	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	C.12.5 Respond to new or novel objects with interest, recognizing differences.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	C.18.5 Match objects that are the same (simple categorizing).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
18-24 months	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
24-36 months	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
3 to 4 years	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	C.48.8 Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4 to 5 years	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Problem Solving				
0-6 months	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	C.12.6 Use a variety of actions to obtain desired objects.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
12-18 months	C.18.6 Purposefully experiment with the effects of new actions upon objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
18-24 months	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	C.24.7 Take things apart and try to put them back together.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24-36 months	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
3 to 4 years	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4 to 5 years	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Symbolic Representation				
12-18 months	C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
18-24 months	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
24-36 months	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	C.36.9 Act out relational roles in play (e.g., mom or dad with baby).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
3 to 4 years	C.48.10 Use or make a prop to represent an object (e.g., build a telephone).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	C.48.12 Represent people, places, or things through simple drawings, movements and, three-dimensional construction.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4 to 5 years	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	C.60.14 Represent people, places, or things through drawings, movements, and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to strengthen executive function.				
Choosing and Planning				
6-12 months	C.12.8 Indicate preferences nonverbally.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-18 months	C.18.10 Indicate preferences by pointing and using one or two words.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
18-24 months	C.24.10 Indicate preferences using simple language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	C.36.10 Make choices based on preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3 to 4 years	C.48.13 With adult assistance, choose activities and plan what to do.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
4 to 5 years	C.60.15 Make a plan, follow through, and review plan based on what they actually did. Indicate reasons for choice, set goals, and follow plan.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Task Persistence				
0-6 months	C.6.7 Repeat actions to obtain similar results.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
6-12 months	C.12.9 Practice an activity many times until successful.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
12-18 months	C.18.11 Complete simple activities.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
18-24 months	C.24.11 Complete simple activities despite frustration.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
24-36 months	C.36.11 Complete self-selected, short-term activities many times to gain mastery.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3 to 4 years	C.48.14 Continue working through moderately difficult activities, despite some frustration.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
4 to 5 years	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Cognitive Flexibility				
12-18 months	C.18.12 Use objects in new and unexpected ways.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
18-24 months	C.24.12 Purposefully try multiple ways of using the same objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
24-36 months	C.36.12 Realize when something is not working and with adult assistance can try another approach.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
3 to 4 years	C.48.15 With adult assistance, stop, and consider alternatives when encountering a problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
4 to 5 years	C.60.17 Generate or seek out multiple solutions to a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Working Memory				
18-24 months	C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	C.36.13 Remember where recently used objects were placed.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
3 to 4 years	C.48.16 Engage in games that involve remembering (e.g., memory).	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
4 to 5 years	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.").	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Regulation of Attention and Impulses				
18-24 months	C.24.14 Engage in interactions and self-selected activities for increasing length of time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
24-36 months	C.36.14 Maintain focus on high-interest activities in the face of routine distractions.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
3 to 4 years	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question, or prompt in group setting).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 to 5 years	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social and Emotional Development				
Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.				
Trusting Relationships				
0-6 months	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
6-12 months	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
12-18 months	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-24 months	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
24-36 months	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3 to 4 years	SE.48.1 Engage in interactions with less familiar adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
4 to 5 years	SE.60.1 Seek help and approval from a wider array of adults in trusted roles.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Managing Separation				
0-6 months	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
12-18 months	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-24 months	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
3 to 4 years	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
4 to 5 years	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to develop self-regulation.				
Regulation of Emotions and Behavior				
0-6 months	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-18 months	SE.18.3 Show increasing regulation through daily routines, activities, and familiar adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
18-24 months	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
24-36 months	SE.36.3 With adult support, use self soothing techniques to calm.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3 to 4 years	SE.48.3 Use strategies to self-soothe with limited adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
4 to 5 years	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Regulation of Impulses and Behavior				
0-6 months	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.4 Respond to adult interactions, including tone of voice, expression, and gestures (e.g., shaking head and frowning).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	SE.12.5 Show anticipation and respond to familiar routines in their lives.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-18 months	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
18-24 months	SE. 24.4 Accept some redirection from adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE.36.5 Make transitions and follow basic routines and rules with adult supervision.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3 to 4 years	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE.48.5 Make transitions and follow basic schedule, routines, and rules with occasional reminders.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4 to 5 years	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to develop, express, recognize and respond to emotions.				
Emotional Expression				
0-6 months	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing.	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
12-18 months	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18-24 months	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
3 to 4 years	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
4 to 5 years	SE.60.8 Describe emotions and feelings to trusted adults and peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Recognition and Response to Emotions in Others				
0-6 months	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-18 months	SE.18.8 Recognize basic feelings in self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
18-24 months	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
24-36 months	SE.36.7 Label a variety of emotions in pictures and others' expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SE.36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
3 to 4 years	SE.48.7 Recognize, label, and respond to a wide variety of emotions in others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SE.48.8 Make connections between emotional reaction of others and own emotional experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
4 to 5 years	SE.60.9 Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness).	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	SE.60.10 Begin to understand that different people may have different emotional reactions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to develop self-awareness, self-concept and competence.				
Sense of self				
0-6 months	SE.6.7 React when hearing their own name through movement or expressions.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes, and mouth.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	SE.12.8 Consistently respond to their name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	SE.12.9 Show awareness of body parts of self and others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	SE.18.10 Demonstrates self-awareness through response to name and use of “me” and “mine”.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	SE.18.11 Recognize self in mirror.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
18-24 months	SE.24.8 Identify own family members by relationship and/or name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
24-36 months	SE.36.9 Identify self, family members, teacher, and some peers by name.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
3 to 4 years	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4 to 5 years	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Personal Preferences				
0-6 months	SE 6.9 Express preferences for familiar people and some objects (e.g., stop crying more quickly with a familiar person; move their legs, arms, and smile at a familiar person).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.10 Develop preferences for food, objects, textures. May reject nonpreferred items (e.g., pushing them away).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-18 months	SE.18.12 Begin to communicate own likes and dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.").	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	SE.36.10 May want to keep what belongs to them close by and often will not want to share.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
3 to 4 years	SE.48.10 Recognize and describe themselves in terms of basic preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4 to 5 years	SE.60.12 Describe self by referring to preferences, thoughts, and feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Self-Concept and Competency				
6-12 months	SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs).	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
12-18 months	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SE.18.14 React positively (e.g., smiles, claps) to accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
18-24 months	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.").	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
3 to 4 years	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 to 5 years	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	SE.60.14 Show pride in accomplishments and abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to develop social relationships.				
Adult Relationships				
0-6 months	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing, and moving their body.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others, and babbling).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	SE.12.14 Notice the activity of adults and other children and attend closely.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18-24 months	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
24-36 months	SE.36.13 Enjoy sharing new experiences with familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
3 to 4 years	SE.48.12 Communicate with familiar adults and accept or request guidance.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4 to 5 years	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Play/Friendship				
0-6 months	SE.6.12 Notice other children and may touch, smile, or coo to them.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact, and babble.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18-24 months	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
24-36 months	SE.36.14 Seek out other children and will interact with other children using common materials.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	SE.36.15 Show preference for certain peers over time although these preferences may shift.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
3 to 4 years	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	SE.48.14 Interact with a variety of children in the program.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
4 to 5 years	SE.60.16 Cooperate with peers through sharing and taking turns.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	SE.60.18 Seek help from peers and offer assistance when it is appropriate.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Conflict Resolution				
3 to 4 years	SE.48.15 Seek and accept adult help to solve conflicts with peers.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
4 to 5 years	SE.60.19 Engage in developing solutions and work to resolve conflict with peers.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Development and Health				
Early learning experiences will support children to develop gross motor skills.				
Mobility (Children may use adaptive equipment or an assistive device to achieve independence on these indicators.)				
0-6 months	PH.6.1 Show head control when in any position and during transitional movement.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	PH.6.2 Roll over, usually from both directions.	Gross Motor	A. Body Control and Weight Transfer	3 (All)
	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back.	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. Turns head, moves arms, and kicks legs independently of each other
	PH.6.4 Push up and support weight on forearms when on stomach.	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
	PH.6.5 Sit with support.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
6-12 months	PH.12.1 Get into sitting position on own and play while in this position.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose.	Gross Motor	A. Body Control and Weight Transfer	3 (all)
		Gross Motor	B. Movement and Coordination	1 (all)
	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
		Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
		Gross Motor	B. Movement and Coordination	3.4 Cruises

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
12-18 months	PH.18.1 Use walking as main means of mobility and pull toy when walking.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	PH.18.2 Stand from a squat position using arms to push off floor.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	PH.18.3 Creep up and down stairs.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
18-24 months	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	PH.24.2 Begin to run.	Gross Motor	B. Movement and Coordination	5.1 Runs
	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
24-36 months	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	PH.36.2 Walk up and down stairs alternating feet on steps with railing held.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
3 to 4 years	PH.48.1 Walk up and down stairs alternating feet while carrying an object.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
4 to 5 years	PH.60.1 Alternate direction while running and stop easily without losing balance.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Large Muscle Movement and Coordination				
12-18 months	PH.18.4 Throw ball in forward direction.	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
18-24 months	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	PH.24.5 Catch a large ball tossed from a short distance against their body using both arms.	Gross Motor	C. Active Play	1.3 Catches ball
24-36 months	PH.36.3 Catch and throw a playground ball with an adult short distance away.	Gross Motor	C. Active Play	1.3 Catches 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
	PH.36.4 Jump with two feet.	Gross Motor	B. Movement and Coordination	6 (all)
	PH.36.5 Kick a ball in forward direction.	Gross Motor	C. Active Play	1.4 Kicks ball
3 to 4 years	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.	Gross Motor	B. Movement and Coordination	All
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	PH.48.3 Hop on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	PH.48.4 Kick ball at target a short distance away with accuracy and speed.	Gross Motor	C. Active Play	1.4 Kicks ball
	PH.48.5 Throw small ball overhand at target a short distance away with accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
4 to 5 years	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to develop fine motor skills.				
Visual Motor Integration				
0-6 months	PH.6.6 Locate an object using vision or sound, reach, and grasp the object.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	PH.6.7 Follow an object with eyes across body, crossing the middle.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
12-18 months	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
18-24 months	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
24-36 months	PH.36.6 Use common tools that require eye hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato).	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
3 to 4 years	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
4 to 5 years	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Small Muscle Movement and Coordination				
0-6 months	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	PH.6.9 Bring hands together while lying on back.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
6-12 months	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together).	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
		Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
12-18 months	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
18-24 months	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
		Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	PH.36.7 Use writing tools or paint objects with some control and purpose.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
3 to 4 years	PH.48.7 Use writing/drawing tools with increased precision to draw simple shapes, pictures, and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
4 to 5 years	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to acquire adaptive skills. (Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.)				
Feeding Routines/Nutrition				
0-6 months	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast, or spoon.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding, and/or using eating utensils.	Adaptive	A. Eating and Drinking	3 (All)
		Adaptive	A. Eating and Drinking	4 (All)
12-18 months	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common.	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
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
18-24 months	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
		Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
24-36 months	PH.36.8 Feed self with minimal spilling.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
3 to 4 years	PH.48.8 Pour liquid from a small pitcher.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
4 to 5 years	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food.	Adaptive	A. Eating and Drinking	6. Prepares food for eating

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Safety and Responsibility				
12-18 months	PH.18.8 Typically respond to adult requests to stop unsafe behavior.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
18-24 months	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library, and playground). Bring other children's rule-breaking to the attention of adults.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
3 to 4 years	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
4 to 5 years	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings, and in the community.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Dressing and Hygiene				
6-12 months	PH.12.9 Participate in dressing, undressing, and bathing by holding arms out, taking off socks, etc.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
12-18 months	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
18-24 months	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
24-36 months	PH.36.10 Attempt to complete basic selfcare routines (e.g., dressing, undressing, toileting, and washing) although may still need caregiver assistance.	Adaptive	B. Personal Care Routines	1 (All)
		Adaptive	B. Personal Care Routines	2 (All)
		Adaptive	C. Dressing and Undressing	All
3 to 4 years	PH.48.10 Manage most aspects of dressing, toileting, hand washing, and tooth brushing independently with minimal caregiver reminders to guide and support.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
		Adaptive	C. Dressing and Undressing	All
4 to 5 years	PH.60.8 Typically manage own dressing, toileting, and basic hygiene.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2 (All)
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
		Adaptive	C. Dressing and Undressing	All

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early learning experiences will support children to maintain physical health status and well-being. (Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.)				
Physical Health Status				
All Ages	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual, and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest, and healthy growth patterns (e.g., height and weight).	Social-Emotional	A. Interactions with Adults	3 (All)
Physical Activity				
0-6 months	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
6-12 months	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement .	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
12-18 months	PH.18.10 Interact with caregivers in a variety of physical activity experiences.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
18-24 months	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3 to 4 years	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
4 to 5 years	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Healthy Behaviors				
0-6 months to 18-24 months	Children participate in self-care routines, hygiene, and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
24-36 months	PH.36.12 Discuss healthy practices including hygiene, nutrition, and sleep.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	PH.48.12 Name examples of healthy practice including hygiene, nutrition, and sleep.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4 to 5 years	PH.60.10 Identify healthy practices including hygiene, nutrition, and sleep.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early Language, Communication, and Literacy (0-6 months to 24-36 months) & Language and Literacy (3 to 4 years & 4 to 5 years)				
Strand A: Early learning experiences will support children to understand language (receptive language).				
Word Comprehension				
0-6 months	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying, or altering movements.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	L.12.1 Understand that words, gestures, and/or signs represent objects, people, or experiences.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
12-18 months	L.18.1 Understand that words, gestures, or signs stand for people, objects, or experiences that are not present.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
18-24 months	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs, or oral language.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	L.24.2 Point to familiar objects, people, and body parts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
24-36 months	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
3 to 4 years	L.48.1 Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
4 to 5 years	L.60.1 Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.	Social-Communication	B. Communicative Understanding	3.3 Responds to topic initiations from others

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language Comprehension				
0-6 months	L.6.2 Orient to the direction of sound or visual cues.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	L.6.3 React when hearing own name or to positive facial expression.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	L.12.2 Can carry out simple requests (e.g., “wave bye-bye”).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
12-18 months	L.18.2 Remember language heard repeatedly in stories, poems, and interactive language experiences.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
18-24 months	L.24.3 Respond to questions and follow simple directions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
24-36 months	L.36.2 Follow two-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
3 to 4 years	L.48.2 Understand increasingly complex sentences that include 2-3 concepts (e.g., “Put the blue paper under the box.”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
4 to 5 years	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., “Plants are living things that will not survive without soil, sunlight, and water.”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand B: Early learning experiences will support children to use language (expressive language).				
Vocabulary				
0-6 months	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling, and varied cries) to communicate.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more").	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
12-18 months	L.18.3 Begin to use words or conventional gestures to communicate.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	L.18.4 Has a 20+ word vocabulary.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
18-24 months	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives, (e.g., "mine") or reactions (e.g., "ow").	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	L.24.5 Use new words frequently to talk about familiar things or activities.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
24-36 months	L.36.3 Use nouns and verbs to label experiences, actions, or events.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	L.48.3 Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race, or jog).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4 to 5 years	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Expression of Ideas, Feelings, and Needs				
0-6 months	L.6.5 “Talk” to self and others using various vocalizations.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
6-12 months	L.12.4 Communicate wants and needs through a combination of crying, babbling, and occasional word approximations and/or gestures.	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
12-18 months	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	L.24.6 Use words to request objects, have needs met, or gain attention.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24-36 months	L.36.6 Use inflection in phrases or sentences to ask a question.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	L.36.7 Comment on a variety of experiences, interactions, or observations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	L.48.6 Communicate about current or removed events and/or objects.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 to 5 years	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language Structure				
12-18 months	L.18.6 Increasingly use gestures and sounds in coordination to communicate.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	L.24.7 Combine words and speak in short, two-word phrases such as “Me up!”.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
24-36 months	L.36.8 Use basic grammar rules including pronouns, plurals, possessives, and regular past tense. (Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.36.9 Use speech that is mostly intelligible to familiar adults.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3 to 4 years	L.48.8 Use basic grammar rules including irregular past tense and questions. (Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.)	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
4 to 5 years	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals. (Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.)	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand C: Early learning experiences will support children to use language for social interaction.				
Conventions of Conversation				
0-6 months	L.6.6 Show interest in back and forth pretend games.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
6-12 months	L.12.5 Begin to understand that a conversation is about taking turns.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
12-18 months	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze, or looking toward speaker.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
18-24 months	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
24-36 months	L.36.10 Have conversations with adults and peers that include four or more exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3 to 4 years	L.48.10 Maintain a topic of conversation over the course of several turns.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
4 to 5 years	L.60.9 Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language for Interaction				
0-6 months	L.6.7 Coo, gurgle, smile in response to stimulation, and to initiate social contact.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	L.6.8 Express pleasure as adults imitate the faces and sounds they make.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
6-12 months	L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	L.12.7 Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
12-18 months	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18-24 months	L.24.9 Answer a basic question with a word.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	L.24.10 Use language to express wants, needs, likes, and dislikes to others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
24-36 months	L.36.11 Converse with adults and peers about common experiences or events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	L.48.11 Answer simple who, what, where, and why questions.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
4 to 5 years	L.60.10 Use language to share ideas and gain information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.				
Interest and Engagement with Books				
0-6 months	L.6.9 Respond to music, stories and pictures shared with an adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	L.12.8 Engage with adults, showing shared attention to a book.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	L.18.10 Point to preferred pictures in books or texts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
18-24 months	L.24.11 Point to named pictures; may name or comment on familiar pictures.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	L.24.12 Chime in on nursery rhymes or repeat words or phrases from familiar stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24-36 months	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	L.36.13 Recite familiar phrases of songs, books, and rhymes; may chime in with rhyme in familiar text or song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 to 4 years	L.48.12 Select fiction and nonfiction books to be read and attend with interest.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4 to 5 years	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures, and/or books.)				
18-24 months	L.24.13 Answer simple specific questions about familiar stories (e.g., “What does the cat say?”). Ask basic questions about pictures (e.g., “Who is that?”).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24-36 months	L.36.14 Enjoy telling and retelling stories and information.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 to 4 years	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	L.48.14 Ask and answer simple who, what, where, and why questions related to story or text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
4 to 5 years	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	L.60.14 Use connections between self and character, experience, and emotions to increase comprehension.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.				
Book Concepts				
18-24 months	L.24.14 Hold book upright.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
24-36 months	L.36.15 Turn pages of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
3 to 4 years	L.48.16 Look at pages of a book from left to right (or according to conventions of home language).	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels).	Literacy	A. Awareness of Print Concepts	3 (All)
4 to 5 years	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	L.60.16 Know that books have titles, authors, illustrators, or photographers.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	L.60.17 Recognize words as a unit of print and that letters are grouped to form words.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Print Concepts				
24-36 months	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
3 to 4 years	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
4 to 5 years	L.60.18 Identify some familiar printed words out of context.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Letter Recognition				
3 to 4 years	L.48.19 Recognize some letters especially those in one's own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
4 to 5 years	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	L.60.21 Make some letter-sound connections.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
Strand F: Early learning experiences will support children to develop phonological awareness.				
Phonological Awareness				
24-36 months	L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
3 to 4 years	L.48.20 Recognize rhyming words in songs, chants, or poems.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	L.48.21 Identify when initial sounds in words are the same.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	L. 48.212 Distinguish individual words in a sentence.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
4 to 5 years	L.60.22 Produce rhyming words or words that have same initial sound.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	L.60.23 Recognize which words in a set of words begin with the same sound.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	L.60.24 Distinguish 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

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.				
Drawing and Writing				
12-18 months	L.18.11 Use writing tools to make scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
18-24 months	L.24.15 Use writing tools to make scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble.	Literacy	E. Writing	3.4 Writes using “scribble writing”
3 to 4 years	L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).	Literacy	E. Writing	2.1 Makes representational drawings
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.	Literacy	E. Writing	3.4 Writes using “scribble writing”
4 to 5 years	L.60.25 Draw original stories with a beginning, middle, and end.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word.	Literacy	E. Writing	3.1 Writes using developmental spelling

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts				
Strand A: Early learning experiences will support children to engage in and enjoy the arts.				
Music				
0-6 months	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-12 months	CA.12.1 Show interest in singing, moving and dancing, using their body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow; low/high; calm/jazzy).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
12-18 months	CA.18.1 Use instruments to explore rhythm and melody.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.18.3 Imitate parts of songs with words and/or gestures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
18-24 months	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures, and/or instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.24.3 Repeat words to songs, song gestures, and/or sounds (pitches).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
24-36 months	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CA. 36.2 Respond with voice, body and/or instruments to longer segments/or patterns of music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CA.36.3 Repeat parts of simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 to 4 years	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CA.48.2 Imitate or spontaneously sing an entire verse of song.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
4 to 5 years	CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.60.3 Play with familiar rhythms and patterns in a novel way (e.g., explore and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft)).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CA.60.4 Create music using their voices and/or a variety of instruments and materials.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Visual Arts				
0-6 months	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures, or painting. Response may be slight such as a glance or stopping an activity.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-12 months	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books, or toys and jumbo crayons.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
12-18 months	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing, and taping, age appropriate art software.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18-24 months	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24-36 months	CA.36.4 Create art in a variety of media with some control and own purpose.	Fine Motor	C. Mechanics of Writing	All
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
3 to 4 years	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge, etc.	Fine Motor	C. Mechanics of Writing	All
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
4 to 5 years	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts.	Fine Motor	C. Mechanics of Writing	All
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Drama				
18-24 months	CA.24.6 Imitate simple aspects of a role using realistic props and sounds.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
24-36 months	CA.36.5 Engage in simple pretend play activities.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
3 to 4 years	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
4 to 5 years	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Dance				
6-12 months	CA.12.5 Respond to music with full body movements.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
12-18 months	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-24 months	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24-36 months	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
3 to 4 years	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
4 to 5 years	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas, and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand B: Early learning experiences will support children to explore and respond to creative works.				
Appreciation of the Arts				
24-36 months	CA.36.7 Describe or ask questions about a work of art.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	CA.48.8 Respond to the materials, techniques, ideas, and emotions of artworks (2 and 3-dimensional (e.g., explain a picture or sculpture including several details).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4 to 5 years	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early Mathematical Discovery (0-6 months to 24-36 months) & Mathematics (3 to 4 years to 4 to 5 years)				
Strand A: Early learning experiences will support children to understand counting and cardinality.				
Number Names				
12-18 months	M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order.	Math	A. Counting	1.2 Recites numbers 1–3
18-24 months	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”).	Math	A. Counting	1.2 Recites numbers 1–3
24-36 months	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order.	Math	A. Counting	2.2 Recites numbers 1–10
3 to 4 years	M.48.1 Say or sign the number sequence up to at least 10.	Math	A. Counting	2.2 Recites numbers 1–10
4 to 5 years	M.60.1 Say or sign the number sequence up to at least 20.	Math	A. Counting	3.2 Recites numbers 1–20
Cardinality				
12-18 months	M.18.2 Demonstrate one-to-one or one-to many correspondence (e.g., may fill each compartment in a egg carton with one or several objects).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
18-24 months	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment).	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
24-36 months	M.36.2 Count two to three objects using one-to-one correspondence.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
3 to 4 years	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	M.48.3 Count out a set of objects up to four.	Math	A. Counting	2. Counts out 10 items
4 to 5 years	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	M.60.3 Count out a set of objects up to five.	Math	A. Counting	2. Counts out 10 items

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Written Numerals				
3 to 4 years	M.48.4 Recognize written numerals up to at least five.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
4 to 5 years	M.60.4 Recognize written numerals up to at least 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
Recognition of Quantity				
18-24 months	M.24.3 Name groups of one to two objects.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
24-36 months	M.36.3 Name and match a small collection of up to three objects.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
3 to 4 years	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4 to 5 years	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Comparison				
18-24 months	M.24.4 Compare collections that are quite different in size.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
3 to 4 years	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
4 to 5 years	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
		Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).				
Number Operations				
24-36 months	M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
3 to 4 years	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
4 to 5 years	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). (See Attribute, Sorting and Patterns learning progression in Cognition.)				
Measurement				
18-24 months	M.24.5 Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3 to 4 years	M.48.8 Recognize measurable attribute of an object such as length, weight, or capacity.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4 to 5 years	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Data				
3 to 4 years	M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
4 to 5 years	M. 60.11 Represent data using a concrete object or picture graph according to one attribute.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Sorting and Classifying				
12-18 months	M.18.3 Match objects that are the same.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
18-24 months	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	M.36.7 Sort on the basis of one attribute with adult support.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3 to 4 years	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
4 to 5 years	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).				
Spatial Relationships				
12-18 months	M.18.4 Adjust their reach and grasp based upon distance, size, and weight of an object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
18-24 months	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
24-36 months	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.").	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
3 to 4 years	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4 to 5 years	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Identification of Shapes				
18-24 months	M.24.8 Match familiar shapes (e.g., circle, square, and typical triangle) with same size and orientation.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
24-36 months	M.36.9 Match familiar shapes with different size and orientation.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3 to 4 years	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4 to 5 years	M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder regardless of orientation and size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Composition of Shapes				
3 to 4 years	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4 to 5 years	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Early Scientific Inquiry (0-6 months to 24-36 months) & Science (3 to 4 years and 4 to 5 years)				
Strand A: Early learning experiences will support children to apply scientific practices.				
Questioning and Defining Problems				
0-6 months to 12-18 months	See Curiosity and Initiative learning progression in Cognition.			
18-24 months	S.24.1 Observe and make comments on things observed through the senses.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3 to 4 years	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
4 to 5 years	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Investigating				
0-6 months to 18-24 months	See Cause and Affect learning progression in Cognition.			
24-36 months	S.36.2 Manipulate materials and comment on the impact of own actions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
3 to 4 years	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4 to 5 years	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.60.3 Gather data by drawing, counting, or otherwise documenting observations.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Using Evidence				
0-6 months to 18-24 months	See Personal Preferences learning progression in Social and Emotional Development.			
24-36 months	S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3 to 4 years	S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”).	Cognitive	E. Scientific Discovery	2.3 Makes observations
4 to 5 years	S.60.4 Give evidence from observations or investigations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.60.5 Begin to distinguish evidence from opinion.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Strand B: Early learning experiences will support children to engage in the process of engineering.				
Design Cycle				
24-36 months	S.36.4 Gather information to help determine if something has been designed by humans.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
3 to 4 years	S.48.4 Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
4 to 5 years	S.60.6 Identify a problem and, with adult assistance, design a solution and test and refine design elements.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.				
Unity and Diversity of Life				
18-24 months	S.24.2 Explore characteristics of different plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	S.36.5 Observe features of plants and animals and explore function of features.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3 to 4 years	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4 to 5 years	S.60.7 Group and classify living things based upon features, providing evidence to support groupings.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Living Things and Their Interactions with the Environment and Each Other				
18-24 months	S.24.3 Observe living things.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving.	Cognitive	E. Scientific Discovery	2.3 Makes observations
3 to 4 years	S.48.7 Explore how animals depend upon the environment for food, water, and shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4 to 5 years	S.60.9 Provide examples of how animals depend on plants and other animals for food.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand D: Early learning experiences will support children to understand physical sciences.				
Energy, Force, and Motion				
18-24 months	S.24.4 Use trial and error to explore the way different objects move.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
24-36 months	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
3 to 4 years	S.48.8 Investigate how objects' speed and direction can be varied.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
4 to 5 years	S.60.10 Make predictions and conduct simple experiments to change direction, speed, and distance objects move.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	S.60.11 Determine cause and effect of push/pull/collision that make objects start, stop, and change direction.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Matter and its Properties				
18-24 months	S.24.5 Observe simple attributes of materials (e.g., hard, soft).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
24-36 months	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength).	Cognitive	E. Scientific Discovery	2.3 Makes observations
3 to 4 years	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
4 to 5 years	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand E: Early learning experiences will support children to understand features of earth.				
Earth's Features and the Effects of Weather and Water				
18-24 months	S.24.6 Observe natural features of the earth (e.g., land, rain).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24-36 months	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars).	Cognitive	E. Scientific Discovery	2.3 Makes observations
3 to 4 years	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
4 to 5 years	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Earth and Human Activity				
18-24 months	S.24.7 Talk about different foods humans eat.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
24-36 months	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3 to 4 years	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
4 to 5 years	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies (Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.)				
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.				
Individual Development and Identity				
3 to 4 years	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
4 to 5 years	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Culture				
3 to 4 years	SS.48.3 Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4 to 5 years	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation, and shelter).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Strand B: Early Learning experiences will support children to learn about people and the environment.				
Power, Authority, and Governance				
3 to 4 years	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
4 to 5 years	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
People, Places, and Environments				
3 to 4 years	SS.48.5 Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
4 to 5 years	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	SS.60.5 Describe, draw or construct aspects of the classroom, home, and/or community (including roads, building, bodies of water, etc.).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Civic Ideals and Practices				
3 to 4 years	SS.48.7 Participate in jobs and responsibilities at home, classroom, or community.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
4 to 5 years	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets).	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.				
Individuals, Groups, and Institutions				
3 to 4 years	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
4 to 5 years	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Production, Distribution, and Consumption				
3 to 4 years	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
4 to 5 years	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Science, Technology, and Society				
3 to 4 years	SS.48.10 Understand the use of tools, including technology, for a variety of purposes.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
4 to 5 years	SS.60.9 Begin to be aware of technology and how it affects life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Strand D: Early Learning experiences will support children to understand change over time.				
Time, Continuity, and Change				
3 to 4 years	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4 to 5 years	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Dual Language Development Framework				
Strand A: Early learning experiences will support children to develop listening skills.				
Comprehension of Information Presented Orally				
Beginning	DLL.B.1 Demonstrate an understanding of words related to basic and advanced concepts in L1 that are appropriate for their age. May understand a few words in L2.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Middle	DLL.M.1 Demonstrate listening comprehension of familiar information and concepts in L2, especially with visual and verbal supports (e.g., repetition of information, clarification).	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Later	DLL.L.1 Demonstrate listening comprehension of familiar and unfamiliar content and concepts in L2 with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.).	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Comprehension of Oral Instructions, Questions, and Prompts				
Beginning	DLL.B.2 Respond to directions, prompts, and questions in L1 and acknowledge or respond nonverbally to common words or phrases in L2 when accompanied by gestures and contextual cues.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Middle	DLL.M.2 Begin to respond to age appropriate routine directions, prompts and familiar questions in L2, especially when there are contextual clues.	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
Later	DLL.L.2 Respond to age appropriate directions, prompts, and questions in L2, including multi-step directions with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
Vocabulary				
Beginning	DLL.B.3 Demonstrate growing vocabulary in L1 while beginning to attend to L2 language, relying on simplified speech and visual or nonverbal cues or the actual objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Middle	DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions and basic common social vocabulary.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Later	DLL.L.3 Comprehend and respond to increasingly complex and varied L2 vocabulary with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Pronunciation and Intonation Patterns				
Beginning	DLL.B.4 Demonstrate an age-appropriate understanding of intonation patterns in L1 and recognize a couple of basic patterns in L2 (e.g., intonation used for question versus statement in English).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Middle	DLL.M.4 Respond appropriately to an increasing number of basic intonations patterns in L2 (e.g., can follow and use intonation of songs with or without the correct words).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Later	DLL.L.4 Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations and commands in L2. May still demonstrate difficulty hearing some sounds.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Conversations and Discussions				
Beginning	DLL.B.5 Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact (if culturally relevant), and attending to gestures.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
Middle	DLL.M.5 Use age-appropriate listening strategies during conversations and discussions, asking on-topic questions with support.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Later	DLL.L.5 Attend to speaker during conversation and discussion in L2, responding appropriately with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Strand B: Early learning experiences will support children to develop speaking skills.				
Communication of Needs				
Beginning	DLL.B.6 May use L1 or L2 to attempt to communicate. In L2 dominant environments may rely on nonverbal communication, such as gestures or behaviors, to seek attention, request objects or initiate a response from others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Middle	DLL.M.6 Combine nonverbal and some verbal communication in L2 to be understood by others (may use L1 and L2 in combination or may use imitative, telegraphic, and/or formulaic speech). Request items in L2. May use social greetings and common phrases (e.g., "I don't know") in L2.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Later	DLL.L.6 Show increasing ability to use verbal communication in L2 to be understood by others. Demonstrate increased participation in conversations with peers and adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Conversation and Discussion				
Beginning	DLL.B.7 Use L1 during language exchanges and use basic nonverbal communication techniques such as gestures, etc. May occasionally use single words in L2 to communicate.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Middle	DLL.M.7 Use both L1 and L2 to engage with peers/adults, request or respond. May use L1 and L2 interchangeably (code-switching) and engage in age-appropriate social discussions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Later	DLL.L.7 Demonstrate ability to engage in age-appropriate conversations in L2 on a variety of topics.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Pronunciation and Intonation				
Beginning	DLL.B.8 Produce age-appropriate sounds and phonemic structures in L1. May apply L1 patterns when using single words or short phrases in L2.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
Middle	DLL.M.8 Use approximations of sounds and some age-appropriate sounds in L2 but may still carry pronunciation patterns from L1. May add or omit sounds in L2 even when repeating after a model.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	DLL.M.9 Use age-appropriate pronunciation, enunciation, intonation, and fluency using words, phrases, and simple sentences when repeating after a model.	Cognitive	B. Imitation and Memory	2. Imitates novel words
Later	DLL.L.8 Generally use age-appropriate pronunciation, enunciation, intonation and fluency in L2 but may still carry pronunciation patterns from L1.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Grammar and Syntax				
Beginning	DLL.B.9 Use age-appropriate grammar in L1 (e.g., plurals, simple past tense, etc.). May apply L1 patterns when using single words or short phrases in L2.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Middle	DLL.M.10 Begin to use some L2 grammatical structures but may still apply rules from L1 to L2.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Later	DLL.L.9 Increasingly use age-appropriate forms of grammar in L2, (e.g., plurals, simple past tense, subject-verb agreement).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Social Conventions				
Beginning	DLL.B.10 Use age-appropriate social communication skills in L1. May apply L1 conventions when using single words or short phrases in L2.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Middle	DLL.M.11 Show a beginning understanding of social conventions in L2.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Later	DLL.L.10 Use age-appropriate verbal and non-verbal social conventions in L2.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Vocabulary Production				
Beginning	DLL.B.11 Use age-appropriate vocabulary in L1 and begin to use and demonstrate understanding of (through nonverbal communication or gestures) basic, concrete labels in L2.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Middle	DLL.M.12 Begin to use L2 vocabulary, especially concrete objects and routine verbs. Also begin to use social greetings and common phrases/words and appropriate nonverbal actions that indicated understanding of common phrases/words.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Later	DLL.L.11 Use age-appropriate and varied vocabulary in a variety of contexts with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Utterance Length and Complexity				
Beginning	DLL.B.12 Use age-appropriate range of utterance length in L1 and may use isolated words in L2.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Middle	DLL.M.13 Use two and three word utterances in L2 while continuing to expand utterance length and complexity in L1.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Later	DLL.L.12 Use age-appropriate utterance length in L2 with increasing use of more complex grammatical structures and a wider variety of elements of speech (e.g., descriptors, pronouns, etc.).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Academic Information (inquiry, narrative development)				
Beginning	DLL.B.13 Prefer use of L1 to engage in learning and exploration across developmental domains or content areas (e.g., ask and answer age appropriate questions related to science and math, identifies emotions, retells stories, etc.).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Middle	DLL.M.14 Begin to use L2 to engage in inquiry and learning experiences; may rely on students that share common L2 for understanding and learning. Need concrete experiences to acquire understanding and make connections to L1, prior experiences and known concepts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Later	DLL.L.13 Are able to use L1 or L2 in a range of learning and exploratory contexts with continued ongoing support in L1 and L2.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Strand C: Early learning experiences will support children to develop early literacy skills. (Note: These progressions apply to children approximately 3-5 years of age.)				
Vocabulary, Symbols, and Environmental Print				
Beginning	DLL.B.14 Begin to recognize that symbols (classroom, home or community) in the environment carry a consistent meaning in L1 or L2	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Middle	DLL.M.15 Recognize in the environment (classroom, home or community) some familiar symbols, words and print labels in L1 or L2.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Later	DLL.L.14 Recognize in the environment (classroom, home, or community) an increasing number of familiar symbols, words and print labels in L2.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

CT Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Connect Written Text and Spoken Language				
Beginning	DLL.B.15 Begin to recognize the first letter in their own name or the character for their own name in L1 or L2.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Middle	DLL.M.16 Identify some letters or characters in L1 and L2 and the sounds associated with them.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
Later	DLL.L.15 Begin to demonstrate that the letters or characters of the L2 alphabet or system are symbols that make up or represent words.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Phonemic Awareness				
Beginning	DLL.B.16 Attend to and experiment with different sounds or tone in words in L1.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Middle	DLL.M.17 Attend to and experiment with different sounds or tone in words in L1 and L2 with support.	Literacy	B. Phonological Awareness	3 (All)
Later	DLL.L.16 Experiment with and vary sounds in words in L1 and L2 (e.g., manipulating onsets, rimes, and phonemes to create rhymes, alliteration, etc.)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	4 (All)
Written Language				
Beginning	DLL.B.17 Begin to demonstrate an awareness that written language can be in L1 or L2.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Middle	DLL.M.18 Begin to use marks or symbols to represent spoken language in L1 or L2.	Literacy	E. Writing	3.1 Writes using developmental spelling
Later	DLL.L.17 Continue to develop beginning writing skills by using letters or symbols from L2 to represent their ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes