



## ALIGNMENT

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

**WITH**

**New Jersey Birth to Three Early Learning Standards  
and Preschool Teaching and Learning Standards**

# **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the New Jersey Birth to Three Early Learning Standards and Preschool Teaching and Learning Standards**

This document aligns the *New Jersey Birth to Three Early Learning Standards* [2013] and *Preschool Teaching and Learning Standards* [2014] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

## **References**

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

New Jersey Council for Young Children. (2013). *New Jersey Birth to Three Early Learning Standards*. Retrieved from: <https://www.nj.gov/education/earlychildhood/b3/docs/NJB3Standards.pdf>

New Jersey State Department of Education. (2014). *Preschool Teaching and Learning Standards*. Retrieved from: <https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf>

AEPS-3 products can be purchased online at [www.brookespublishing.com/aeps](http://www.brookespublishing.com/aeps) or by calling 1-800-638-3775.

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Created October 2023

## Birth to Three Standards

## Social and Emotional Development

## Trust and Emotional Security

Engages in behaviors that build relationships with familiar adults

Shows preference for familiar adults

Reacts to unfamiliar adults

Seeks ways to find comfort in new situations

Shows emotional connection and attachment to others

Young infants (birth-9 months)	Listens intently to familiar voices.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Follows movement of caregiver about the room with his/her eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Accepts comfort by familiar caregiver when tired, hungry or upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds with smiles and cooing when picked up by familiar caregiver.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Avoids eye contact with strange adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reaches for caregiver's face while being held for feeding.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks for familiar caregiver when tired, hungry or upset.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older infants (8-18 months)	Greets familiar caregiver with a look, smile or hug.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Prefers comfort from familiar adult when he/she is tired or hungry.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Clings to caregiver when unfamiliar adult approaches.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Enjoys looking at, pointing to or naming familiar people in family photos.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Calls for "Mama" or familiar person when in a new situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young toddlers (16-26 months)	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Looks for or asks for "Mommy" when he/she falls down or gets hurt	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Greets a familiar caregiver with enthusiasm.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Reaches for familiar caregiver when an unfamiliar adult approaches.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Watches from a distance before approaching a new visitor.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seeks contact with familiar adult when exploring a new situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older toddlers (24-36 months)	Attempts to gain approval from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Accepts adult help in challenging situations or with difficult tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Wants to take a familiar toy or blanket along on a visit or trip.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Accepts reassurance when talking with amember of the family on the telephone.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Takes turns with caregiver during play and interaction.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Checks in with caregiver from time to time for encouragement and support while playing at the playground.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Self-Awareness				
Expresses feelings and emotions through facial expressions, sounds, gestures, or words				
Begins to develop awareness of self as separate from others				
Shows confidence in increasing abilities				
Young infants (birth-9 months)	Stares at own hands or feet as they move.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Expresses feelings of comfort, discomfort, enjoyment, or unhappiness.	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
	Looks at own reflection in the mirror as if it were another baby.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attends to other people's faces and pictures or drawings of faces.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Claps hands and shows pleasure with own actions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older infants (8-18 months)	Expresses emotions, such as sadness, happiness, anger, and surprise.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Smiles at own reflection in mirror or makes sounds when looking at image in the mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows preferences for particular toys, blankets, or other objects.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Brings a ball over to caregiver and another infant to start a game.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Shows awareness of own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Young toddlers (16-26 months)	Recognizes and acknowledges some of own emotions, such as, "Are you sad?" or "Are you happy?"	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Can identify eyes, nose, mouth, or other body parts and can also point to them on others.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Calls self by name or comes when called by name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Shows recognition of self while looking in mirror by touching nose, head or some other body part that he/she can see only with a mirror.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older toddlers (24-36 months)	Sometimes recognizes feelings or emotions of others as well as self.	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
	Shows others a picture he/she made and looks for approval.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Calls self by name and begins to use words, such as "I" or "me."	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Says or uses sign language for "mine" and holds toy or other object close to himself/herself when someone wants to take his/her possession.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Wants to do things by him/her self.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Self-Regulation				
Begins to manage own actions, emotions and behavior				
Develops ability to cope with stress and strong emotions				
Begins to understand simple routines, rules or limitations				
Young infants (birth-9 months)	Expects a response from a caregiver when crying or upset.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Sometimes calms self for short periods of time.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Stops crying when held and gently rocked or talked to by familiar caregiver.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Sucks fist, thumb, or pacifier for calming down when upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks for familiar caregiver, favorite toy, or blanket.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Opens mouth for spoon while being fed by caregiver.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older infants (8-18 months)	Sucks on his/her fingers or thumb to calm self when he/she is upset or when in new or stressful situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Moves arms, legs, or body to get own bottle or toys.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
	Begins to understand what "No" means, but may not be able to stop the behavior.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Holds own bottle or feeds self with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Copes with stress by playing with familiar toys in a favorite spot.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Young toddlers (16-26 months)	Plays quietly with a toy for a short time while waiting to get up from a nap.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Tries to clean up when he/she spills or makes a mess.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Wants to put on shoes or coat by himself/herself.	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Claps hands and shows others after completing a puzzle and then waits for a response from others.	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Gets own blanket when it is time for a nap. Follows simple one-step directions, such as, "Get your shoes."	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Shows distress or gets upset when familiar routines are disrupted.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older toddlers (24-36 months)	Complies with a request even after initially saying, "No."	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Adjusts to some changes in activities or routines without distress.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Says "No" or shakes head when he/she doesn't want to do something or doesn't like something.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Anticipates and follows simple rules with reminders.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Waits for adult before going outside.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Shows ability to comfort self in some situations.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Relationships with Peers and Adults				
Shows interest in and awareness of peers and adults				
Responds to and interacts with other peers and adults				
Begins to recognize and respond to the feelings and emotions of peers and adults				
Begins to show care and concern for others				
Uses social interactions, facial expressions, gestures, or words to express feelings, needs, and wants				
Begins to use imitation or pretend play to learn and practice new roles and relationships				
Young infants (birth-9 months)	Watches other infants and toddlers from a distance.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Quiets down and smiles when he/she hears own name spoken by familiar person.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Starts to cry when other infants and toddlers in the room are crying.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalizes and gets excited when near other infants and toddlers.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Looks at and watches another infant or toddler who is crying or upset.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitates facial expressions during games with caregiver and other infants and toddlers.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older infants (8-18 months)	Reaches out to touch another's face or hair.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Sits next to and plays with same toys that other infants have.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Responds to other's excitement by watching and showing some feelings or emotions.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Offers a toy to another infant who is crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Points to or asks for cup, spoon, or other objects that other infants or toddlers have.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Holds and rocks a baby doll and pretends to feed it food.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Young toddlers (16-26 months)	Knows the names of some other children and some adults.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Shows excitement when greeting other toddlers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Refuses to share a favorite toy with another toddler.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Looks for an adult to help when another toddler is crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Imitates actions or behaviors of other toddlers at the playground.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Imitates tasks, such as wiping the table, when he/she sees others doing the activity.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older toddlers (24-36 months)	Approaches groups of toddlers to join in play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	May share a favorite toy with another toddler who comes to visit.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Has a special friend or playmate.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows interest or concern for others who are hurt by touching or talking to them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Uses a napkin and pretends to wipe off table after seeing another child spill some milk.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Watches other toddlers playing house and suggests feeding the stuffed animals some pretend food.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

## Approaches to Learning

## Curiosity

Shows interest in and actively explores the environment

Shows eagerness and curiosity as a learner

Seeks to discover and learn new things

Young infants (birth-9 months)	Watches bright or flickering lights.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows interest in caregiver's face.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Quiets while listening to a new sound.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at, touches or plays with new toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turns in direction of the source of people's voices.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reaches for and explores new toys or objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older infants (8-18 months)	Moves after and tries to reach a ball or other toy that rolls under a chair or table.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Explores new objects by feeling, shaking, turning over, mouthing, or other actions.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explores boxes, pots, and pans or other household objects that are available.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Tries to push or pull a toy while moving or walking.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Lifts flap in a book to see what picture is underneath.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young toddlers (16-26 months)	Expresses interest in what makes a toy wind-up car go and experiments with different ways to make it move.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Points to unfamiliar object in a picture book and looks to caregiver to name it.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Pokes fingers into the mud or sand to make holes or designs.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Eagerly explores new playground climber and swings.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Wants to help with tasks such as making cookies or planting flowers.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older toddlers (24-36 months)	Asks a lot of "What's that?" questions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Experiments with different ways of blowing bubbles.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Tries to do a new, more difficult puzzle or game.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Enjoys visiting the zoo and learning about the animals.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Turns the pages in a book and asks questions about the pictures.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Often uses "Why?" when communicating with adults.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Persistence				
Attends to and tries to reproduce interesting events				
Maintains social contact by continuing to engage with caregiver				
Attempts challenging tasks with or without adult help				
Explores thoroughly and tries to solve problems even when encountering obstacles				
Young infants (birth-9 months)	Makes and maintains eye contact while being held for feeding.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watches and then imitates facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Splashes water in tub with hand and repeats action.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries to reach a toy hanging from a high chair.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Tries to move bottle, cries, or touches adult when bottle is empty.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older infants (8-18 months)	Reaches for caregiver's hands to continue game of "Peek-a-boo" or "Pat-a-Cake."	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Looks for toy dropped from a crib or table.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Fills a container with small objects and dumps them out repeatedly.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Looks out the window and waits for a familiar caregiver to return.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Tries to get food to mouth using fingers or a spoon.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Uses several different ways to try to get a toy when it is out of reach.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Young toddlers (16-26 months)	Empties the entire toy box while looking for a favorite toy.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Climbs into a box or open cupboard to get toys or objects that are out of reach.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Turns puzzle piece in a variety of directions to fit into puzzle frame.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Continues to feed self even when having difficulty keeping the food on the spoon.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Waits at the window to wave "bye-bye" when family member leaves and returns to see if they are back.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older toddlers (24-36 months)	Attempts to put on shoes or coat by self and keeps trying for a while before asking for help.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Follows after and says "Good-bye" when caregiver is leaving the room or going out of the house.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Requests to read a favorite book over and over.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	First tries to fix a broken toy by pushing parts back together again and then asks for adult's help.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes



Creativity				
<b>Uses unusual ways to explore people or objects in the environment</b>				
<b>Finds new things to do with familiar objects</b>				
<b>Uses imagination in playful, silly, or messy ways</b>				
Young infants (birth-9 months)	Notifies changes in the environment such as having a visitor, seeing a new person, or seeing a new picture on the wall.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows interest in new activities or experiences.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Finds new ways to use a familiar toy such as putting a block in a cup.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Laughs and tries to imitate noises or silly sounds animals make.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Older infants (8-18 months)	Watches new child who comes to play and sometimes smiles or vocalizes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Pushes water around with hand on high chair tray or table.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bangs on pots and pans with a spoon to make noise and then tries the same action on other objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitates sounds that animals make while playing with animal puppets.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Finds new uses for everyday household objects.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Young toddlers (16-26 months)	Uses a large crayon or marker to make scribbles on paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Pretends a block is a car moving along a road.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Uses a colorful scarf in different ways such as dancing with it, waving it, or using it as a blanket.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Imitates a dog or cat by crawling and making barking or meowing noises.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Makes silly faces to see how other children or adults react.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older toddlers (24-36 months)	Finds ways to feel, smell, and eat new fruits or vegetables.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Tries to make a hat out of a box or a piece of cloth.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Offers caregiver a pretend snack or drink during pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Carries on an imaginary phone conversation using a toy telephone.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Makes a variety of different objects and shapes from playdough.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Combines different types of materials to make something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Initiative				
Shows initiative by engaging others in interaction				
Takes action without being directed by others				
Demonstrates initiative by making choices				
Young infants (birth-9 months)	Vocalizes or makes noise to attract caregiver's attention.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Moves to reach a toy or other object in order to play with it.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Uses facial expressions, sounds, or gestures to show likes or dislikes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Makes a game out of knocking a toy over and making it come back up.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older infants (8-18 months)	Lifts arms up in order to be picked up by caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Picks up cup to drink or reaches for spoon at feeding time.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Gets a favorite book and brings to caregiver to read.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Shows dislike for certain foods or drinks.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Demonstrates a preference for certain toys or activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Takes blocks from shelf and starts to build with them.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Young toddlers (16-26 months)	Approaches other toddlers and watches or starts to play close by.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Attempts to feed self and hold own cup or spoon.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Shows a preference for a favorite shirt or pair of shoes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Chooses which book to read at the library.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Joins other toddlers in a sandbox and starts to shovel sand.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Older toddlers (24-36 months)	Says "Hello" to a new child at the playground.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Offers a ball or toy to another toddler.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Tries to get self dressed to go outside.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Goes to wash hands after playing in the sensory table.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	When offered a choice, can indicate what he/she wants to eat or drink.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Starts to sing a song or move to music and others join in.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

## Language Development and Communication

## Listening and Understanding

Shows interest in listening to sounds

Listens with interest to language of others

Responds to verbal communication of others

Responds to nonverbal communication of others

Understands gestures, words, phrases, or questions

Young infants (birth-9 months)	Responds to a familiar voice or sound by turning head in the direction of the voice or sound.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Quiets down or gets excited when he/she hears familiar voices.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Smiles when spoken to or when greeted with a smiling face.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Cries in response to sudden loud noises, angry faces, or voices.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds to tone of voice, such as becoming excited or soothed when someone engages him/her in conversation.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older infants (8-18 months)	Watches a person's face and hands when they are talking or gesturing.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks at person who calls his/her name or speaks to him/her.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Responds with gestures or words when asked if he/she wants to eat or play.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Responds with gestures or words to simple requests or questions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Lifts arms when caregiver gestures or says "Up" while picking up baby.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Looks for ball when asked, "Where is the ball?"	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Young toddlers (16-26 months)	Listens to sounds animals make and tries to imitate them.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Laughs when told a silly rhyme or read a funny story.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Responds to many questions with a non-verbal response, such as shaking head "Yes" or "No."	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Understands words or signs when told it is time to eat by going to wash hands or coming to the table.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Responds appropriately when given simple requests with words or gestures, such as "Sit down, please" or "Give me the toy."	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Older toddlers (24-36 months)	Comforts others who are crying or asking for help with a hug or looks for an adult to help.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Listens and starts to pick up toys when hears "Clean Up" song.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Responds with actions or words to simple questions asking "Who?", "What?", or "Where?"	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows enjoyment in sharing conversations with caregiver.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside."	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues

## Communicating and Speaking

Uses sounds, gestures or actions to express needs and wants

Uses consistent sounds, gestures, signs, or words to communicate

Imitates sounds, gestures, signs, words, or phrases

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

Takes turns using language in simple back and forth conversations

Young infants (birth-9 months)	Uses different types of cries for expressing hunger, discomfort, fear, and other emotions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Makes sounds of pleasure and/or discomfort when caregiver is present.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Makes cooing sounds and other sounds of home languages.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Imitates vowel sounds, such as “ah” or “oh” or “oo.”	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Smiles or vocalizes to initiate social contact with familiar caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Older infants (8-18 months)	Takes turns by making sounds or gestures in response to adult talking with him/her.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Produces own sounds or babbles either by self or in response to others talking to him/her.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Imitates sounds or familiar words of home language.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Uses words or signs, such as “Bottle,” “Up,” or “More,” when he/she wants something.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Communicates the name or sign for familiar objects, animals, or people.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently by 18 months.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Young toddlers (16-26 months)	Responds to questions or simple requests with either a non-verbal or verbal answer.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shakes head or uses words to respond to “Yes” or “No” questions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitates new words, signs, or repeats simple rhymes.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Uses names for familiar adults or other children.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Points and says or signs “Cookie” or “Milk” when given a snack.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Uses words or sign language to tell what is happening.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Older toddlers (24-36 months)	Uses home language with a vocabulary of 50 or more words or signs by 26 months.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Takes turns in simple conversations with familiar adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Sometimes uses two-or-three-word sentences in communication with others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Initiates conversations, asks questions, and answers questions with two-or-three-word responses.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Talks about past and future events in simple ways, such as using yesterday or tomorrow.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses “What”, “Why”, and “Where” questions to get more information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Engages in simple conversations using words, signs, phrases, or sentences with familiar people.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Shows increase in number of vocabulary words or signs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Emergent Literacy				
Shows interest in songs, rhymes, and stories				
Shows interest in photos, pictures, and drawings				
Develops interest in and involvement with books and other print materials				
Begins to recognize and understand symbols such as those used in writing				
Young infants (birth-9 months)	Kicks feet or moves arms in response to rhythm of music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at and attends to pictures of other babies or faces.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks at books and pats the pictures.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listens and attends to repetitions of familiar words, signs, songs, or rhymes in home language.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hits buttons with pictures on toys to hear or reproduce sounds.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older infants (8-18 months)	Makes some motions for "Pat-a-Cake" and other familiar rhymes and fingerplays in home language.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Points at, names, or signs objects, animals or people in photos, pictures, and drawings.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Sings or joins in on familiar songs with caregiver.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Turns pages of books, looks at the pictures and uses sounds, signs, or words.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Makes random marks on a paper with a large crayon or marker.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Young toddlers (16-26 months)	Knows several simple songs, rhymes, or stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Looks at, turns pages, and names or signs people or objects in picture books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Brings favorite books to caregiver to read to him/her.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Watches a caregiver telling a story using puppets.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Imitates drawing vertical marks that adult makes on a paper.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
Older toddlers (24-36 months)	Participates in songs, stories, and fingerplays and sometimes repeats favorite songs or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Looks at a book, turns pages, and talks about or signs about what is happening.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recognizes some common and familiar signs on streets or buildings when walking or riding in a car or bus.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Makes scribbles or shapes on paper to convey meaning.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Asks an adult to write or draw something, such as "My name" or "Draw a picture of a dog."	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

## Cognitive Development

## Exploration and Discovery

Pays attention to people and objects

Uses senses to explore people, objects, and the environment

Attends to colors, shapes, patterns, or pictures

Shows interest and curiosity in new people and objects

Makes things happen and watches for results or repeats action

Young infants (birth-9 months)	Focuses on caregiver's voice or face during feeding times.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attends to colors and lights or notices patterns and shapes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Puts almost everything in his/her mouth to explore, touch, and taste.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turns head and follows with his/her eyes when a new person enters the room.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explores own body and looks at hands and feet when they move.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Grasps a new toy and explores it by turning it over and over.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Swipes or kicks at toy above the crib and repeats actions to make it move again and again.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older infants (8-18 months)	Touches and feels person's hair or puts their hands on person's face to feel skin.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attends to and examines small objects, such as crumbs, bugs, or pieces of paper.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Puts shapes in a shape box with openings, matching colors and/or shapes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Reaches for adult hands to continue a game of "Peek-a-boo."	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Pushes a button to turn a toy on or off to start or stop an action and may repeat the action.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Young toddlers (16-26 months)	Picks up leaves, rocks, and sticks during a walk outside.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Watches intently and says names or sounds of animals at a zoo, farm, pet store, or while looking at books.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Does simple puzzles with different colors and shapes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Likes to play a matching game by putting things that are the same together.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Walks in a rain puddle and tries to make water splash and then repeats action over and over.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Notifies when there is more than one object the same.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older toddlers (24-36 months)	Notifies the difference between big and small and asks for the "big cookie."	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Feels the different textures on the quilt and likes the soft squares.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Matches colors or shapes when sorting toys and other objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Arranges all the toy animals in a row and orders some of them by size.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Pushes riding toy or sits on it and tries to make it move with his/her feet.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Attempts to count objects or asks, "How many?"	Math	A. Counting	1.1 Counts 3 items to determine "How many?"

Memory				
Shows ability to acquire new information and use it at a later time				
Recognizes familiar people, places, and things				
Recalls and uses information in new situations				
Searches for missing or hidden objects				
Young infants (birth-9 months)	Stares intently at new faces or objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Smiles and shows excitement in recognition of familiar caregiver.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalizes and coos when caregiver is talking to baby or using familiar cooing sounds.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Shows apprehension when an unfamiliar person enters the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks for toys that have been dropped or partly covered over by a blanket or other cloth.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older infants (8-18 months)	Brings familiar person his/her shoe, coat, purse, or some other personal object.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses a blanket to cover or hide a stuffed toy or doll.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Tries to follow a cat or dog hiding under a chair or table.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Looks for missing toy, when asked, "Where is the ball?"	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Looks out the window and waits for a familiar caregiver to return.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Says or signs "Dada" or "Mama" when hears car sounds outside.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young toddlers (16-26 months)	Notifies when someone gets a new coat, shoes, or some other item of clothing.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Looks for favorite toy where he/she left it last.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Looks around home for a pet or calls the animal by name.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Recognizes a neighbor at a grocery store and waves or says, "Hi."	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Points to or talks about familiar places or sights.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older toddlers (24-36 months)	Washes hands when he/she sees it is time to eat.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Talks about something that happened yesterday and remembers places, people, or activities.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recreates a "birthday party" with stuffed animals or dolls after attending a party for a friend.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Throws a ball over a sofa and then runs around behind the sofa to find where the ball went.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

## Problem Solving

Experiments with different uses for objects

Shows imagination and creativity in solving problems

Uses a variety of strategies to solve problems

Applies knowledge to new situations

Young infants (birth-9 months)	Bangs spoon on table and then attracts attention of caregiver.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Hits, shakes, or kicks toy to make and/or reproduce sounds.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Rolls over to get a toy on the other side or just out of reach.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Moves body up and down to get caregiver to continue bouncing him/her on caregiver's knee.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Drops toy repeatedly and waits for someone to pick it up.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older infants (8-18 months)	Uses a spoon to bang on the dishes on a table to make noise.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Uses a string to pull a toy into the crib or over to him/her.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Tries many different ways, such as poking with fingers, shaking, or dumping to get clothespins out of a bottle.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Gets an adult and leads him/her in order to obtain a cookie or bottle on a counter.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Young toddlers (16-26 months)	Seeks new information with questions such as, "What is that?" or "Who is that?"	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Gets a stool or chair to climb on to reach a toy or other object that is on a shelf.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Attempts to reach a toy under the table and then crawls under to get it.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Tries hitting on a box to open it and then asks an adult for help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older toddlers (24-36 months)	Anticipates what is needed, such as bringing a tissue to another child who is sneezing.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Uses several different ways to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Pretends to fix things using a toy hammer or screw driver.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Combines materials together to solve problems, such as making a stick out of building toys to use to reach a ball under a chair.	Cognitive	D. Reasoning	1. Uses object to obtain another object



## Imitation and Symbolic Play

Observes and imitates sounds, gestures, or behavior

Uses objects to represent other things

Uses imitation or pretend play to express creativity and imagination

Young infants (birth-9 months)	Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue, or opening and closing hand.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitates faces or sounds that familiar caregiver makes.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Imitates shaking or patting a toy or other object.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Coos, squeals, or laughs when familiar caregiver talks and plays games with him/her.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Older infants (8-18 months)	Tries to bite into a plastic apple or other fruit that looks like a real one.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Imitates adults by using a cloth to wipe the table after eating.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Pretends to comb or brush his/her hair using his/her hand or fingers.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Pretends to feed doll or stuffed animal with his/her bottle or food.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Young toddlers (16-26 months)	Uses a round object for a ball and throws it across the room.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Imitates adult actions, such as putting a key in a keyhole, ringing a door bell, or closing a door.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Pretends to cook or eat imaginary food using pots, pans, or toy dishes.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older toddlers (24-36 months)	Acts out a simple story or a play that has been read or seen.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Draws a picture with crayons or markers and makes up a story about it.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Talks to stuffed animals or doll, pretends to feed them, and tells them to go to sleep or says "Night-night."	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Plays with another child in the sandbox and pretends to make cakes and pies together.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Carries on a conversation with an imaginary playmate.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

## Physical and Motor Development

## Gross Motor Development

Moves body, arms, and legs with coordination

Demonstrates large muscle balance, stability, control, and coordination

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

Moves body with purpose to achieve a goal

Young infants (birth-9 months)	Makes repetitive motions with arms and legs.	Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	Holds head up or turns head from side to side when placed on stomach.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Rolls over and over to get closer to a toy.	Gross Motor	A. Body Control and Weight Transfer	3 (All)
	Uses arms and legs to move forward or backward on stomach or back.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Sits up with support, such as when propped with pillows.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
Older infants (8-18 months)	Sits by self and maintains balance while playing with a toy.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Crawls on hands and knees to get a toy.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Scoots on bottom using legs to help move from place to place.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Uses furniture to pull self up from sitting to standing or lower self from standing to sitting.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Walks while holding onto furniture or people and later walks alone.	Gross Motor	B. Movement and Coordination	3 (All)
Young toddlers (16-26 months)	Walks easily or runs from place to place by self.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5 (All)
	Crawls or walks up steps and then backs down or turns and walks down by self.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Walks and sometimes runs across the room to greet people.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	5.1 Runs
	Jumps into puddles, piles of leaves, or sand box.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Pushes or pulls a wagon or cart while walking.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Uses adaptive equipment to help with standing or moving.	Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
Older toddlers (24-36 months)	Climbs on chair or stool to reach toys and other objects that are up high.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Enjoys playing on climbers or slides at playground.	Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
	Climbs stairs using alternate feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Stands on one foot or can kick a ball with one foot while standing.	Gross Motor	C. Active Play	1.4 Kicks ball
	Tries to ride a tricycle or other riding toys with pedals.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Likes to run, march around, or dance to songs and music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Fine Motor Development				
Uses hands or feet to manipulate objects and make contact with people				
Develops small muscle control and coordination				
Demonstrates integration of the senses				
Uses different actions on objects				
Controls small muscles in hands when doing simple tasks				
Young infants (birth-9 months)	Kicks or swipes at toy or mobile hanging over crib.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Grasps a finger or small toy placed in his/her hand.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Looks at an object in his/her hand while bringing it to mouth.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks at brightly-colored socks while moving or kicking feet.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Uses hands and actions, such as hitting, shaking, and patting, to explore different ways to use a new toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Claps hands when imitating others or to show emotion.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Drops or puts small blocks into a container.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Older infants (8-18 months)	Transfers a block or other toy from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Holds two blocks, one in each hand and hits them together to make noise.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Uses pincer grasp with thumb and forefinger together to pick up small objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Holds string and pulls toy while standing or walking.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Lines up blocks in a row.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Drops or throws balls and other objects while sitting or standing.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Coordinates and uses senses together, such as hearing and looking or seeing and touching.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young toddlers (16-26 months)	Throws a ball toward another child or to an adult.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Stacks two or three blocks on top of each other.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Holds a crayon or marker and makes vertical lines on paper.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Pushes and pats puzzle pieces into place.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Digs in sand with spoon or small shovel.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Squeezes a sponge and watches water drip on the table.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Uses fingerpaint to make marks or circles on paper.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
Older toddlers (24-36 months)	Watches adult to learn hand motions for finger plays.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Tears paper into small pieces to glue onto another paper.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses a crayon or marker to make scribbles or circles on paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Holds paint brush and makes marks at easel or at a table.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Puts things together, such as connecting blocks or linking toys, using hands and fingers.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses pincer grasp with thumb and fingers to wind up a toy.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Can do simple tasks that require coordination or integration of sensory information.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object

Physical Health and Well-Being				
Shows characteristics of healthy development				
Responds when physical needs are met				
Expresses physical needs non-verbally or verbally				
Participates in physical care routines				
Begins to develop self-help skills				
Begins to understand safe and unsafe behaviors				
Young infants (birth-9 months)	Startles or cries when hears sudden loud noises.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Grows proportionally according to height and weight growth charts.			
	Cries when hungry and quiets down when picked up for breastfeeding or when seeing caregiver with bottle.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coos, smiles, or plays with caregiver after being fed or after getting a dry diaper.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Lifts arms when getting shirt put on or off.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Places hands on bottle while being fed by caregiver.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older infants (8-18 months)	Shows growth in height and weight typical for age according to growth charts.			
	Splashes water on self and plays in the water during bath time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Plays happily with toys after a nap or a snack.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Cooperates when getting physical needs met, such as getting his/her diaper changed, nose wiped, or teeth brushed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Feeds self some finger foods while sitting.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Responds to "Hot" or "No" and begins to not touch things when told not to.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Young toddlers (16-26 months)	Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands, and holding a tooth brush.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Points at, says name, or uses sign language for what he/she wants to eat or drink, such as "apple" or "milk."	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Uses a spoon to feed self or drinks from a glass or cup.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		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
	Shakes head or says, "Yes" or "No" when asked if he/she is "All done?"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Accepts other suggestions or redirection for unsafe behaviors or situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older toddlers (24-36 months)	Pulls at pants or gives other signs of needing to use the toilet.	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Holds hands under water to be washed and later wants to wash own hands.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Picks up toys after playing or when hears "Clean Up" song.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Pours own milk from small pitcher into cup.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Climbs into car seat when asked and cooperates in getting buckled in.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Walks with adult, holding adult's hand before crossing the street.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

## Preschool Standards

## Social/Emotional Development

Standard 0.1: Children demonstrate self-confidence.	Express individuality by making independent decisions about which materials to use.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Express ideas for activities and initiate discussions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Actively engage in activities and interactions with teachers and peers.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Discuss their own actions and efforts.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Standard 0.2: Children demonstrate self-direction.	Make independent choices and plans from a broad range of diverse interest centers.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	Adaptive	All	All
	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Attend to tasks for a period of time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Standard 0.3: Children identify and express feelings.	Recognize and describe a wide range of feelings, including sadness, anger, fear, and, happiness.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Standard 0.4: Children exhibit positive interactions with other children and adults.	Engage appropriately with peers and teachers in classroom activities.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Say "thank you," "please," and "excuse me." Respect the rights of others (e.g., "This painting belongs to Carlos.").	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Express needs verbally or non-verbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standard 0.5: Children exhibit pro-social behaviors.	Play independently and cooperatively in pairs and small groups.	Social-Emotional	C. Interactions with Peers	3 (All)
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate how to enter into play when a group of children are already involved in play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Take turns.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Demonstrate understanding the concept of sharing by attempting to share.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

## Visual and Performing Arts

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	Move the body in a variety of ways, with and without music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Respond to changes in tempo and a variety of musical rhythms through body movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Participate in simple sequences of movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Define and maintain personal space, concentration, and focus during creative movement/dance performances.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Use movement/dance to convey meaning around a theme or to show feelings.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Describe feelings and reactions in response to a creative movement/dance performance.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Standard 1.2: Children express themselves through and develop an appreciation of music.	Sing a variety of songs with expression, independently and with others.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Clap or sing songs with repetitive phrases and rhythmic patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Listen to, imitate, and improvise sounds, patterns, or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in and listen to music from a variety of cultures and times.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Recognize and name a variety of music elements using appropriate music vocabulary.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describe feelings and reactions in response to diverse musical genres and styles.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to demonstrate appropriate audience skills during recordings and music performances.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use memory, imagination, creativity, and language to make up new roles and act them out.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Differentiate between fantasy/pretend play and real events.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate in and listen to stories and dramatic performances from a variety of cultures and times.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to demonstrate appropriate audience skills during storytelling and performances.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	Demonstrate the safe and appropriate use and care of art materials and tools.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



## Health, Safety, and Physical Education

Standard 2.1: Children develop self-help and personal hygiene skills.	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
		Adaptive	A. Eating and Drinking	6 (All)
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	Adaptive	A. Eating and Drinking	2. Selects appropriate clothing and dresses self
	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Identify community helpers who assist in maintaining a safe environment.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Know how to dial 911 for help.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	Fine Motor	B. Functional Skill Use	3 (All)
		Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Gross Motor	C. Active Play	1 (All)

## English Language Arts

## Reading: Literature

## Key Ideas and Details

Preschool Standards	With prompting and support, ask and answer key elements in a familiar story or poem.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, retell familiar stories or poems.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	With prompting and support, identify characters, settings, and major events in a familiar story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

## Craft and Structure

Preschool Standards	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Recognize common types of literature (storybooks and poetry books).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	With prompting and support, identify the role of author and illustrator in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

## Integration of Knowledge and Ideas

Preschool Standards	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	(Not applicable to literature.)			
	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

## Range of Reading and Level of Text Complexity

Preschool Standards	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

## Reading: Informational Text

## Key Ideas and Details

Preschool Standards	With prompting and support, ask and answer questions about key elements in a familiar text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, recall important facts from a familiar text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	With prompting and support, make a connection between pieces of essential information in a familiar text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

## Craft and Structure

Preschool Standards	With prompting and support, ask and answer questions about unfamiliar words in informational text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identify the front and back cover of a book.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Integration of Knowledge and Ideas				
Preschool Standards	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Range of Reading and Level of Text Complexity				
Preschool Standards	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Reading: Foundational Skills				
Print Concepts				
Preschool Standards	Begin to demonstrate understanding of basic features of print: a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
Phonological Awareness				
Preschool Standards	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes): a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Phonics and Word Recognition				
Preschool Standards	Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	Literacy	A. Awareness of Print Concepts	3 (All)
		Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
		Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
Fluency				
Preschool Standards	Begin to engage in a variety of texts with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

## Writing

## Text Types and Purposes

Preschool Standards	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

## Production and Distribution of Writing

Preschool Standards	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

## Research to Build and Present Knowledge

Preschool Standards	With guidance and support, participate in shared research and shared writing projects.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	With guidance and support, recall information from experience or familiar topic to answer a question.	Cognitive	B. Imitation and Memory	3. Relates past events

## Speaking and Listening

## Comprehension and Collaboration

Preschool Standards	Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Ask and answer questions about a text or other information read aloud or presented orally.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Ask and answer questions to seek help, get information, or follow directions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Presentation of Knowledge and Ideas

Preschool Standards	Begin to describe familiar people, places, things, and events and sometimes with detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use drawings or visual displays to add to descriptions to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With guidance and support, speak audibly and express thoughts, feelings, and ideas.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

## Language

## Conventions of Standard English

Preschool Standards	Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	Literacy	E. Writing	3.1 Writes using developmental spelling
		Literacy	E. Writing	3.4 Writes using "scribble writing"

## Vocabulary Acquisition and Use

Preschool Standards	Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). d) (Begins in kindergarten)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use words and phrases acquired through conversations, activities, and read alouds.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Approaches to Learning

Standard 9.1: Children demonstrate initiative, engagement, and persistence.	Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Standard 9.2: Children show creativity and imagination	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Standard 9.3: Children identify and solve problems.	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Standard 9.4: Children apply what they have learned to new situations.	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Mathematics

Standard 4.1: Children begin to demonstrate an understanding of number and counting.	Count to 20 by ones with minimal prompting.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
	Recognize and name one-digit written numbers up to 10 with minimal prompting.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize)	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
		Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").	Math	B. Quantitative Relations	1 (All)
Standard 4.2: Children demonstrate an initial understanding of numerical operations.	Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether.") (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").	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
	Begin to represent simple word problem data in pictures and drawings.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
Standard 4.3: Children begin to conceptualize measurable attributes of objects.	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	Cognitive	C. Conceptual Knowledge	3 (All)
	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standard 4.4: Children develop spatial and geometric sense.	Respond to and use positional words (e.g., in, under, between, down, behind).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change



## Science

Standard 5.1: Children develop inquiry skills.	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Standard 5.2: Children observe and investigate matter and energy.	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
		Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint); and longer term investigations, such as the freezing and melting of water and other liquids).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Standard 5.3: Children observe and investigate living things.	Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

NJ Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Standard 5.4: Children observe and investigate the Earth.	Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on <u>playground objects</u> ).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by <u>objects</u> ).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for <u>classroom collage and sculpture projects</u> ).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Standard 5.5: Children gain experience in using technology.	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

## Social Studies, Family, and Life Skills

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	Describe characteristics of oneself, one's family, and others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate an understanding of family roles and traditions.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express individuality and cultural diversity (e.g., through dramatic play).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Standard 6.2: Children become contributing members of the classroom community.	Demonstrate understanding of rules by following most classroom routines.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Demonstrates responsibility by initiating simple classroom tasks and jobs.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Demonstrate appropriate behavior when collaborating with others.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	Develop an awareness of the physical features of the neighborhood/community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify, discuss, and role-play the duties of a range of community workers.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.	Learn about and respect other cultures within the classroom and community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## World Languages

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Say simple greetings, words, and phrases in a language other than their own.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Comprehend previously learned simple vocabulary in a language other than their own.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

## Technology

Standard 8.1: Navigate simple on screen menus.	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Standard 8.2: Use electronic devices independently.	Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Turn smart toys on and/or off.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
	Recognize that the number keys are in a row on the top of the keyboard.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	Fine Motor	D. Use of Electronic Devices	1.1 Uses finger to interact with simple electronic game
	Use a digital camera to take a picture.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Standard 8.3: Begin to use electronic devices to communicate.	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Standard 8.4: Use common technology vocabulary.	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Standard 8.5: Begin to use electronic devices to gain information.	Use the Internet to explore and investigate questions with a teacher's support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies