



**ALIGNMENT**



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

**WITH**

**Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos:  
Ages Birth Through 36 Months and  
Oklahoma Early Learning Guidelines for Children: Ages Three to Five**

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

This document aligns the Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos: Ages Birth Through 36 Months [2018] and Oklahoma Early Learning Guidelines for Children: Ages Three to Five [2019] 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.

Oklahoma Department of Human Services. (2018). *Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos: Ages Birth Through 36 Months*. Retrieved from: <https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-23.pdf>

Oklahoma Department of Human Services. (2019). *Oklahoma Early Learning Guidelines for Children: Ages Three to Five*. Retrieved from: <https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-54.pdf>

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OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Ages Birth Through 36 Months</b>				
<b>Approaches to Learning</b>				
<b>The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.</b>				
<b>Begin to show interest in exploring his/her environment.</b>				
0-8 months	Notice and show interest in and excitement with familiar objects, people and events.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Kick or grab a toy to see if it will repeat a sound and/or a motion.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects	
6-18 months	Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Explore spatial relationships by attempting to fit his/her body in boxes or tunnels.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Pretend to do a task he/she has observed (For example: use a toy key to lock and unlock a door or feed a baby doll a bottle).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Explore relationships and the environment independently and with purpose.</b>				
16-36 months	Play beside other children and imitate the play of another child.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Engage in pretend play around familiar event. Substitute objects and toys for real items such as using a block as food as they pretend to prepare dinner.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Seek and take pleasure in new skills, independence, and appropriate risk-taking activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Enjoy opportunities to use art materials in various ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Experiment with cause and effect.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Show curiosity by trying to figure out how something works, may try several strategies before finding what works.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Skills</b>				
<b>The child participates in activities to foster individual creativity.</b>				
<b>Respond to or show interest in sights and sounds in the environment.</b>				
0-8 months	Look at, smile, or coo at faces and simple designs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Focus on and respond to facial expression and voice tones. Respond to adult's initiations of play activity by smiling or cooing.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to music in the environment by calming when hearing a lullaby, or turning head and moving arms and legs when hearing fast music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoy producing music and other sounds with rattles and bells.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
<b>Begin to understand his/her world by using senses to explore and experience the environment.</b>				
6-18 months	Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Engage in imitation play, begin to fantasize and perform simple roleplay.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begin to experiment with art materials. Hold large crayons, paintbrushes, markers, or chalk, move them between hands, and engage in random marks and scribbling.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Begin to express thoughts and feelings through creative movement, music and dramatic activities.</b>				
16-36 months	Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use a block for a phone or a box for a train.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Create art representing people, objects, and places. Tell about the art they created, what it is and what the action might be. Marks on the page could be the family.	Literacy	E. Writing	1.2 Verbally labels representational drawings

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Communication Skills and Early Literacy (Language Arts)</b>				
<b>The child hears and responds to sounds in the environment.</b>				
<b>Demonstrate awareness of communication through listening and observing.</b>				
0-8 months	Startle or cry when a loud noise is heard.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
<b>Begin to recognize sounds and/or spoken words for familiar objects, people, and simple requests.</b>				
6-18 months	Look toward the teacher and smile when his/her name is spoken.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look, point, and use gestures.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Point to objects to draw teacher's attention.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
<b>Begin to understand more requests and detailed statements referring to positions in space, places, ideas, actions, people, and feelings.</b>				
16-36 months	Recognize familiar songs and books. (For example: start to sing parts of a familiar song).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Understand pronouns such as me, mine, yours, him, and her.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Follow simple one-step, later two-step directions. (For example: pick up a cup when asked by teacher or pick up a toy and put it away).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Recognize familiar places by logos.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child expresses needs, thoughts, and interests through gestures, sounds, or words.</b>				
<b>Demonstrate increasing ability to express wants, needs, thoughts and feelings.</b>				
0-8 months	Make sounds or cries of varying intensity and pitch.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate through facial expression or body movement. (For example: turns toward sound, smiles, squeals, says 'mmmm' while sucking, etc.).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use gestures, babbles, sounds, or body language to communicate. Reach out to caregiver, point to items they can see, or coo with one or two consonants with several vowels.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Laugh aloud.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
<b>Demonstrate an increasing ability to communicate.</b>				
6-18 months	Point and babble with inflections similar to adult speech.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Attempt to sing.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate with gestures. Use Baby Sign Language, American Sign Language, or other familiar gestures such as wave goodbye when prompted.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate with one word sentences. Begin using descriptive words such as down, more, big, and up.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols



OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.</b>				
16-36 months	Begin to combine two words, use simple sentences, and expand sentence length as vocabulary increases.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use language to communicate with other children and adults throughout daily activities. May show frustration when not understood.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begin using 's' at the end of some words, such as wants, trucks, and mouses.	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Begin to name items from pictures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Attempt to sing songs with words, and later sing phrases of songs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
<b>The child will begin to recognize familiar faces, patterns, symbols, and logos in the environment.</b>				
<b>Demonstrate an interest in human faces, patterns, colors and familiar pictures.</b>				
0-8 months	Repeatedly stare at faces or patterns on objects.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Respond in a physical way to books or other print by putting it in his/her mouth or grabbing at pages.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Show a preference by reaching for or looking at a favorite book, page, or picture.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<b>Demonstrate an increasing awareness of familiar books, signs, and symbols.</b>				
6-18 months	Make movements and sounds or words in response to pictures and books by pointing, patting, or kissing favorite pictures in a book.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrate interest in and enjoyment of looking at books, participating in reading, and telling stories.</b>				
16-36 months	Listen to a story and look at the pictures and words in print as the teacher reads a story. Ask to have the same book read several times; will carry the book around and show it to others; pretend to read.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Choose books independently and begins to understand how to care for books.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger play, or song. Begin to anticipate what happens next in the story.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Start to recognize print and/or pictures in the environment. May say letter(s) in his/her name.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Pretend to write a letter or story.	Literacy	E. Writing	2. Writes and draws for a variety of purposes	
<b>The child will attach meaning to sounds, gestures, signs and words heard.</b>				
<b>Begin to respond to sounds in the environment.</b>				
0-8 months	Startle or turn in the direction of sounds in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Respond to familiar words or gestures. Stop crying when an adult says 'bottle' or 'goodbye'.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
<b>Begin to follow simple directions and demonstrate understanding of home and/or English language.</b>				
6-18 months	Recognize familiar social games and routines.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Respond to simple questions or requests.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Point to objects, pictures, and body parts as part of interactions with adults.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrate understanding of the meaning of stories, social games, songs, and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.</b>				
16-36 months	Demonstrate an understanding of language spoken at home.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Listen and respond to one and two-step directions, stories, rhymes, or finger plays.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Answer simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
<b>The child will explore different tools that will lead to making random marks, scribbles, and pictures.</b>				
<b>Begin to develop eye-hand coordination and intentional hand control.</b>				
0-8 months	Reach, grasp, and put objects in his/her mouth.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bring hands together to middle of body, hold toys with both hands, or pass objects from one hand to the other.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
<b>Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.</b>				
6-18 months	Use his/her fingers or hand to grasp large crayon, marker, or other tool with a whole fist and make strokes, lines, or scribbles randomly on paper and other surfaces.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use thumb and forefinger to pick up items (pincer grasp).	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Develop midline skills such as holding large crayons and transferring them from one hand to the other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Begin to recognize the relationship between familiar pictures and printed words.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text	

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.</b>				
16-36 months	Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Explore drawing, painting, and writing as a way of communicating.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Tell teacher about drawing.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics</b>				
<b>The child will begin to develop awareness of patterns in the environment.</b>				
<b>Demonstrate expectations for familiar sequences of event.</b>				
0-8 months	Focus on pictures and patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Kick feet, wave arms, or smile. (For example: when bottle is seen in expectation of being fed).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Pick up and mouth objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
<b>Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.</b>				
6-18 months	Show anticipation of daily events such as move to the table after handwashing without the teacher's instruction.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begin to be aware of differences between shapes, colors, and textures.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Show preference for a special blanket, toy, or activity.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<b>Begin to demonstrate an understanding of patterns in the environment.</b>				
16-36 months	Show interest in patterns in finger plays, nursery rhymes, or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recognize objects have specific places where they belong and similar objects may be grouped together.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Match objects to pictures.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognize patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Children become aware of themselves in relation to objects and structures around them.</b>				
<b>Experience differences in his/her location, his/her position, and the position of objects in the environment.</b>				
0-8 months	Show a preference for how he/she is held by the caregiver.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Extend his/her arms and legs to touch or kick objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Feel objects. Wrap hands around or pat a bottle during feeding.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
<b>Begin moving with purpose.</b>				
6-18 months	Begin to become mobile by rolling over, sitting up, crawling, or walking. Reach for a person or a toy.	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
		A. Body Control and Weight Transfer	B. Movement and Coordination	3.3 Walks with two-hand support
	Manipulate three-dimensional objects by picking up, examining, and throwing.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
<b>Explore materials and space by handling, building, moving, and manipulating.</b>				
16-36 months	Build and explore structures of various sizes using boxes, blocks, sand molds, pots, and pans.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Begin to be aware of names of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Learn to manipulate his/her body in relation to people and objects around them. The child might sit on another child with the intention of sitting beside the child.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child will begin to develop an awareness of quantity.</b>				
<b>Begin to explore objects in the environment, developing a foundation for number awareness.</b>				
0-8 months	Reach for more toys.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Show enjoyment when being read a book.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
<b>Begin to show interest in characteristics of objects such as size or quantity.</b>				
6-18 months	Show an interest in singing and begin to participate in songs about numbers and counting.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Fill containers with objects and empty them out.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Begin to use symbols, signs, and language to show wanting more.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Match objects one to one like finding a lid for each container.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Begin to nest objects inside of one another.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).</b>				
16-36 months	Match one to one with larger quantities.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Connect language to concept and understand the differences in specific quantity and size by saying words and phrases such as more milk, two eyes, or “He has more than me!”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Physical Development</b>				
<b>The child participates in activities involving large motor skills.</b>				
<b>Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support, and beginning creeping).</b>				
0-8 months	Turn head from side to side.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Raise head off floor.	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
	Kick feet and move hands.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Push head and chest up off the floor.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Roll over.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Sit with support.	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Sit without support.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Rock back and forth on hands and knees and begin to scoot and crawl. Move backward while trying to go forward.	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Stand firmly on legs with assistance while in teacher's lap.	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position



OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrate basic locomotor movements.</b>				
6-18 months	Creep and crawl.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Pull self to standing by holding on to furniture or a person. Stand alone with and without support.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Walk with assistance.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Walk without support.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Climb into chair and seat self.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Walk up and down stairs.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
<b>Use large arm movements (non-locomotor).</b>				
6-18 months	Bang toys and objects on table or floor.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Throw balls or objects and move arms up or down with purpose.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use rhythm instruments.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
<b>Demonstrate beginning non-locomotor movements.</b>				
16-36 months	Sway or rock to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Squat, stoop, or bend.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Reach for an object on tiptoes.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Try to balance while standing on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Use large arm movements (non-locomotor).</b>				
16-36 months	Use rhythm instruments.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Throw balls or objects.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Use full arm motion to participate in sensory experiences.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use blocks or other materials.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
<b>Demonstrate advancing balance, control, and coordination.</b>				
16-36 months	Carry objects from one place to another while walking or fills a basket, bag, bucket, etc. Hold on to a favorite object.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Dance to music, including songs, with directed movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Jump off low objects.	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Move on riding toys.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Stop and turn while running.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Walk up and down low steps with assistance.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
<b>Demonstrate spatial awareness of whole body.</b>				
16-36 months	Become aware of how his/her body moves through space.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walk backwards.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Climb structures.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Show an awareness of dangers in the environment by asking for assistance or reaching for an adult hand.	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child participates in activities involving small motor skills</b>				
<b>Demonstrate basic small muscle movements.</b>				
0-8 months	Hold on to an adult's finger.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Grasp and release whatever is put in his/her hand.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Play with fingers and put them in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Play with grasped objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Reach for and swipe at dangling objects.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Rake objects with hands.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
<b>Demonstrate increasing control of small muscles in hands.</b>				
6-18 months	Reach and successfully grab objects of interest.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Pick up objects with thumb and forefinger (pincer grasp).	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Use simple hand signs and gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Develop small muscle strength and develop coordination of hands and fingers.</b>				
16-36 months	Continue to use both hands together and show no strong preference for a dominant hand.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Begin to favor one hand over the other.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use hands to explore sensory materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use hands to pound, poke, squeeze, and build.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Manipulate various art mediums.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to snip with safety scissors.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Hold crayon, pencils, and markers with thumb and finger.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Imitate finger plays with a growing complexity.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use both hands at the center of the body with increasing complexity.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Exhibit increased control when using various tools and objects.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Use items for building, stacking, and fitting/connecting.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
<b>The child participates in activities requiring coordination of eye and hand movements.</b>				
<b>Begin to focus and follow objects with eyes, reach for and grasp objects.</b>				
0-8 months	Follow people and objects with eyes.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Reach for and grasp objects.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Look at objects in hand.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move objects from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Begin to strengthen hand and eye coordination by making hand to object contact.</b>				
6-18 months	Put objects in containers, eventually matching shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Stack blocks and knock them over.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Place simple knobbed puzzle pieces or shapes into puzzle frame or shape sorter.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
<b>Demonstrate basic hand and eye coordination by making hand to object contact.</b>				
16-36 months	Play with interlocking toys.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Catch a rolling ball with both hands.	Gross Motor	C. Active Play	1.3 Catches ball
	Scribble spontaneously; begin to imitate marks.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Sort various objects by size, color, and shape.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Begin fastening and unfastening.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	Turn pages of a book one by one.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Build with blocks by stacking or lining up blocks end to end.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Use hands for simple finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Scoop, shovel, fill, pour, and dump.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Use a tool to pound objects.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Cutting with scissors.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use thumb and fingers to squeeze objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
<b>The child participates in activities requiring the development of self-help skills.</b>				
<b>Begin to participate in self-help activities.</b>				
0-8 months	Coordinate sucking, swallowing, and breathing.	Adaptive	A. Eating and Drinking	1.1 Swallows semisolid foods
		Adaptive	A. Eating and Drinking	1.2 Swallows liquids
	Develop own schedule of feeding and sleeping.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Develop self-soothing skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begin to mouth and gum solid foods.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
Attempt to feed self.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers	

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrate increased participation in self-help activities.</b>				
6-18 months	Begin to feed self by holding a bottle, imitating others, or using a spoon and cup.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Indicate wants through gestures and vocalizations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Attempt to undress and dress self.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Gain more independence and self-regulation in rest habits.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begin to assist in self-care by saying 'poopie' to indicate a diaper change is needed, or by getting a diaper, wiping his/her nose, or washing hands.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
<b>Demonstrate and improve self-help skills.</b>				
16-36 months	Undress/dress first with assistance and later independently.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Feed self.	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
	Learn to use the toilet.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Assist with simple tasks.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Care for body.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Begin to self-regulate need for sleep.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Health and Safety</b>				
<b>The child will participate in activities that promote health, safety and nutrition.</b>				
<b>Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.</b>				
0-8 months	Explore surroundings by reaching and seeking to touch, grab, hold, or put objects in his/her mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Respond to repetition, adult conversation, and singing during caregiving routines by cooing or smiling.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Show increasing interest in being fed, food and meal times by recognizing a breast or bottle or being held in the position associated with feeding, reaching for a bottle or cup, opening mouth in anticipation of food, etc.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Use different gestures and cries to indicate basic care and health needs such as hunger, sickness, sleepiness, pain, etc.	Social-Emotional	A. Interactions with Adults	4. Uses intentional gestures, vocalizations, and objects to communicate
<b>Show increasing awareness, imitate and begin to participate in health, safety, and nutrition practices.</b>				
6-18 months	Be ready for food transitions such as from breast milk or formula to milk or milk substitute; pureed or infant food to finger foods, etc.	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	Begin eating solid foods and to show increasing ability to feed self.	Adaptive	A. Eating and Drinking	1.1 Swallows semisolid foods
	Participate in health and hygiene activities by offering hands to be washed, holding a toothbrush, wiping the table by using a cloth, etc.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Become increasingly curious, mobile, and begin to explore his/her environment.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Begin to respond to verbal safety warnings such as stop, hot, no, etc.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Show increasing understanding of and initiate health and safety practices.</b>			
16-36 months	Show body awareness interest related to basic care routines.	Social-Emotional	3. Participates in familiar social routines with caregivers
	Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper.	Adaptive	1.2 Has bowel and bladder control
	Respond to adult guidance and reminders related to health and follow basic safety practices.	Adaptive	2. Complies with common home and community safety rules
	Eat independently using child-sized dishes and utensils and exhibit food preferences.	Adaptive	3.2 Eats with fingers
	Have periods of picky eating or increased appetite; have a dislike for certain textures.	Adaptive	2. Eats foods from variety of food groups with variety of textures
	Communicate interest in dramatic play materials related to food and nutrition.	Social-Emotional	2.1 Enacts roles or identities in imaginary play



OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science</b>				
<b>The child begins to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering, and examining.</b>				
<b>Use his/her senses to explore the environment.</b>				
0-8 months	Show interest in the natural world.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn toward new sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Feel different textures and communicate preferences.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Learn about an object by putting it in his/her mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	See faces and patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begin to understand cause and effect. Show interest in the movement of objects and discover ways to cause movement or actions of objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
<b>Increasingly show interest in surroundings and gather information through senses and movement.</b>				
6-18 months	Continue to explore cause and effect.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Discover the motion of objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Begin to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to notice the difference between familiar people and strangers. Reaction and responses may change.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrate object permanence.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Use simple tools in self-care and play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Begin to develop scientific skills such as observing, comparing objects, and exploring the environment.</b>				
16-36 months	Expand understanding of cause and effect relationships.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Continue solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Continue to use senses to discover.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to observe changes in matter and combine materials to make new substances.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Expand vocabulary related to scientific concepts such as observing, exploring, and comparing.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use tools such as a magnifying glass, digital camera, or light table to observe and describe objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use movement of objects to play with another child and/or adult to influence movement.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
<b>The child will investigate objects with physical properties and basic concepts of the earth.</b>				
<b>Begin to notice the differences in physical characteristics of objects.</b>				
0-8 months	Show interest in the natural world.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Begin to recognize people and objects based on simple differences.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Use his/her senses to experience physical properties of the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
<b>Demonstrate motivation and curiosity in exploring the environment.</b>				
6-18 months	Show interest in, investigate, and respond to the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Develop an awareness of materials of the earth.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use simple language with weather concepts.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Explore, discover, and investigate the physical properties of the earth.</b>				
16-36 months	Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Point to what he/she sees on the ground or in the sky and ask questions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Identify or label characteristics of the earth's materials.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Participate in caring for the environment.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
<b>The child will observe and investigate living things.</b>				
<b>Notice plants, animals, and other people in the environment.</b>				
0-8 months	Respond to the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look at self in mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore own body parts.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
<b>Explore characteristics of certain living things.</b>				
6-18 months	Respond to and/or express curiosity about living things.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begin to point to own body parts when asked.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Begin to recognize and point to animals in pictures.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
<b>Explore and investigate physical properties of living things.</b>				
16-36 months	Begin to understand characteristics of their environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify external characteristics of living and non-living things.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Participate in simple body part games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use sounds and simple words to describe what they find in the environment.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize plants and animals have basic needs.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Make some animal sounds when asked.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Social and Emotional Development</b>				
<b>The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.</b>				
<b>Begin to form and maintain secure relationships with others.</b>				
0-8 months	Recognize, respond, or react either positively or negatively to familiar and unfamiliar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Respond to physical contact and cuddling, maintain eye contact during feeding and interactions with an adult, and turn head toward familiar voice. Show a preference to not-welcome physical contact.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest in others by smiling, squealing, rapid arm and leg movement, or other movements.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>Continue to strengthen relationships with adults and begin to develop an interest in other children.</b>				
6-18 months	Engage in social games through playful back and forth interactions.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Show feelings of security with familiar adults. Begin to explore but look back to teacher for reassurance, smile, and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express self by using verbal and nonverbal cues, such as raising arms to show he/she wants to be picked up or held.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Begin to relate to other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.</b>				
16-36 months	Watch from a distance or wait for a reaction from a familiar adult.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Engage in solitary play, coloring, building, or looking at picture books for a few minutes.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage in parallel play by playing alongside another child, imitating action or using similar materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Engage in brief social games lasting only a minute or two.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Recognize familiar people in person or in a photograph.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Express self verbally and nonverbally with gestures; become frustrated when not understood.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Smile or laugh in delight in response to others and show concern when others are hurting or crying. Respond to and initiate interaction with others.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
<b>The child will develop strategies to regulate emotions and behavior.</b>				
<b>Begin to develop the skills necessary to participate in a variety of settings.</b>				
0-8 months	Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Relax when rocked gently and fall asleep when placed in crib.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Give cues by how they are responding to the environment. Stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact, frown, and/or arch back when there is too much noise, light, or activity.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Learn to calm or self-soothe when upset or tired, such as sucking fingers or a pacifier.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Listen and respond by quieting, smiling, and/or cooing when hearing his/ her name.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Begin to recognize and respond to the emotional cues of self and others.</b>				
6-18 months	Show comfort in having a consistent daily routine. After lunch, washes hands, anticipate diaper change and washing hands again, and go to a specific location in the room where he/she sleeps.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Self-soothe or cry and move toward an adult for comfort, expecting the adult will respond to needs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Respond by looking or coming when called by name.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to take care of his/her needs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Continue to learn and accept limits while developing an “I can do it!” attitude.</b>				
16-36 months	Show anxiety over separation from teacher or family, but calms down in a short amount of time.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Play calmly near other children; or cry, bite, or hit if another child takes something he/she has.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Take a toy from another and not return it when asked by an adult.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to understand the concept of taking turns in a game or activity.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Begin to understand the concept of property such as yours, his, or mine.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Carry out simple directions when stated in positive and brief statements.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Have a temper tantrum and cry, yell, hit, kick feet, and refuse to stop when he/she is tired, hungry, or angry.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child perceives self as a unique individual.</b>				
<b>Demonstrate an emerging awareness of self and others.</b>				
0-8 months	Express needs by crying differently based on the need. Cries vary by pitch, length, and volume to indicate hunger, pain, etc.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use body movements to express feelings such as kicking in excitement.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Explore own body by watching own hands in fascination and repeat body movements.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile at mirror image even though he/she may not recognize it as an image of him/her.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
<b>Show awareness of self in voice, mirror image, and body.</b>				
6-18 months	Express likes and dislikes.	Social-	A. Early Social Communication	4.2 Makes choices to express preferences
	Discover new capacities and how movement and	Social-	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and
	Seek to draw adult's attention to objects of interest or	Social-	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and
<b>Show behaviors reflecting child's self-concept and beginning to distinguish self from others.</b>				
16-36 months	Point to different parts of his/her body and name them.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Say his/her own name and point to the reflection in the mirror.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Recognize they are a separate person from others.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events	

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Self and Social Awareness (Social Studies)</b>				
<b>The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.</b>				
<b>Begin to recognize differences in people, routines and places/environments.</b>				
0-8 months	Recognize others by voice and/or sight.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Sense and respond to others' emotions, such as happy, sad, etc.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show preference for one adult over another adult; (preferences may change).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
<b>Begin to make connections and understand his/her association with other people, places/environments, and regular routines.</b>				
6-18 months	Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers, or animals.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Be afraid of loud noises.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Become familiar with routines, rituals, and traditions relating to family and community culture.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers



OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Begin to understand and act upon social concepts (geography, civics, history, and economics) and how those concepts impact his/her environment.</b>				
16-36 months	Identify his/her role as a member of a family/group.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	See a classmate on the playground and tell or go get the friend when it is time to go inside.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to recognize community workers and show increased awareness of their jobs.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begin to understand money is needed to purchase items.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Develop an understanding of the concept of time by beginning to use words to describe time such as later, after snack; after rest time, no school tomorrow. Note: These words will generally reflect past, present, and future and not be accurate representations of units of time as indicated by "Yesterday we went to the zoo." meaning last week or last summer.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begin to include representations of roads, bodies of water, and buildings in his/her play.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Begin to use words and identify pictures to indicate directionality, position, location, and size.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences	

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Ages Three to Five</b>				
<b>Approaches to Learning</b>				
<b>The child demonstrates positive attitudes, habits, and learning styles.</b>				
<b>Demonstrates an eagerness and interest in learning.</b>				
3-5 years	Chooses to participate in a variety of activities, tasks, and in different play areas.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shares ideas and asks questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Enters into cooperative play with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
<b>Develops and expands listening skills</b>				
3-5 years	Follows simple oral directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Identifies sounds heard.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds to and mimics sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
<b>Takes care of materials</b>				
3-5 years	Makes appropriate use of materials.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Knows where supplies and materials are kept and assists with clean-up.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Demonstrates self-direction and independence.</b>				
3-5 years	Makes choices and completes an activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoorplay; and asks for assistance when needed.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Follows routines upon entering and leaving the playspace, playground, learning centers, etc.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Demonstrates increasing ability to set goals. Develops and follows through on plans.</b>				
3-5 years	Increases ability to organize him/her self and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Increases understanding of a task as a series of steps.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows through to complete tasks and activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Manages transition between activities effectively.</b>				
3-5 years	Moves with ease from one activity to another.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Displays little discomfort or distress when schedule changes.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Understands, accepts, and follows rules and routines.</b>				
3-5 years	Begins to show self-control by following rules.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begins to accept consequences of behavior.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begins to show greater ability to control intense feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Develops increasing ability to find more than one solution to a question, task, or problem.</b>				
3-5 years	Begins to show ability to generate several approaches to carry out a task.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Pursues alternative approaches to problem solving.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.</b>			
3-5 years	Enjoys actively exploring materials and displays curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child.	Cognitive	E. Scientific Discovery
	Engages in conversations with others regarding the materials. Applies previously learned information to new situations.	Social-Communication	D. Social Use of Language

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Skills</b>				
<b>The child participates in activities that foster individual creativity.</b>				
<b>Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.</b>				
3-5 years	Participates freely in music activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Enjoys singing games, dramatizing songs, and dancing/moving to music.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Thinks of new uses for familiar materials.</b>				
3-5 years	Shows creativity and imagination in play with materials and props.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Uses objects as symbols for other things.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
<b>Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</b>				
3-5 years	Participates in dramatic play themes becoming more involved and complex, possibly carrying over several days.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Assumes various roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
<b>Works creatively using a variety of self-expressive materials and tools to convey ideas.</b>				
3-5 years	Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shares ideas about personal artwork.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Uses materials (For example: small figures, puppets, dolls props) to recreate or dramatize stories, moods, experiences, and situations.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Moves freely in response to music and change of tempo.</b>				
3-5 years	Moves in time with the beat.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to respond to music of various tempos through movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
<b>Expresses thoughts and feelings through creative movement.</b>				
3-5 years	Uses movement to express feelings and understand and interpret experiences.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoys dramatizing songs and games and moving to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
<b>Experiments with a variety of musical instruments.</b>				
3-5 years	Begins to distinguish among the sounds of several common instruments.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Experiments with a variety of musical instruments and sound sources. (For example: keys, wooden blocks, bowl, and spoon)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Language Arts</b>				
<b>The child listens for information and for pleasure.</b>				
<b>Listens with interest to stories read aloud.</b>				
3-5 years	Shows enjoyment of books and stories and participates in discussions.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Responds to pictures, symbols, or sign language. (For example: smiles, laughs, changes in facial expression)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
<b>Understands and follows oral direction.</b>				
3-5 years	Listens, understands, and follows simple spoken directions, symbols, or sign language.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Attends to conversations and answers questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions.</b>				
3-5 years	Participates in the turn-taking of listening, speaking, staying on topic, and engaging appropriately in conversations with other children and adults.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>The child expresses ideas or opinions in group or individual settings.</b>				
<b>Uses oral language or sign language for a variety of purposes. (For example: expressing needs and interests)</b>				
3-5 years	Uses words or pictures to communicate needs such as hunger, cold, and sleepy.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Expresses ideas in complete sentences such as "I want to play with the blocks."	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Names objects instead of pointing.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows understanding of a conversation by nodding, gesturing, or responding appropriately.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Communicates clearly enough to be understood by adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Listens and speaks using agreed-upon rules with guidance and support.</b>				
3-5 years	Works in groups to set agreed-upon rules.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Accepts suggestions but may revise rules in his/her favor.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
<b>Recalls and repeats simple poems, rhymes songs.</b>				
3-5 years	Participates in singing, reciting poems, and saying and acting out finger plays.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
<b>Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</b>				
3-5 years	Uses longer, more complex sentences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	For children learning English, makes progress in communicating and using English while maintaining home language.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Shares simple personal narrative.</b>				
3-5 years	Tells stories about themselves and can focus on favorite or memorable part in correct sequence.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Participates actively in conversations.</b>				
3-5 years	Carries on conversations with children and adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Follows conversational rules such as staying on topic, taking turns speaking and listening, and speaking at appropriate volume and intensity.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
<b>The child understands the characteristics of written language.</b>				
<b>Demonstrates increasing awareness of concepts of print.</b>				
3-5 years	Recognizes name in print.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to print letters in own name.	Literacy	E. Writing	3.2 Prints first name
<b>Identifies the front and back cover of a book.</b>				
3-5 years	Recognizes favorite books by their cover.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Correctly names the front and back covers of a book.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
<b>Follows book from left to right and from top to bottom on the printed page.</b>				
3-5 years	Holds book right side up and begins at the front.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Begins to develop awareness that print moves from left to right, top to bottom, and front to back.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Shows increasing awareness of print in classroom, home, and community settings.</b>				
3-5 years	Shows an awareness of alphabet letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Recognizes letters in own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Identifies letters, words, and signs located in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
<b>Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</b>				
3-5 years	Imitates teacher's behavior of tracking print when using big books.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Pronounces some sounds represented by letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
<b>Understands print carries a message by recognizing labels, signs, and other print forms in the environment.</b>				
3-5 years	Understands signs, labels, and print forms have certain meanings. (For example: a stop sign, a child's name on a cubby, or a name on the front of an envelope).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
<b>Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus)</b>				
3-5 years	Begins to demonstrate an interest in using writing for a purpose such as a making a menu, writing a note to mom, or creating a map.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Begins to understand some basic print conventions. (For example: the concept letters are grouped together to form words and words are separated by spaces)</b>				
3-5 years	Uses known letters or approximation of letters to represent written language.	Literacy	E. Writing	3.1 Writes using developmental spelling
<b>Role-plays reading.</b>				
3-5 years	Shares books and engages in pretend reading with other children.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.</b>			
<b>Begins to hear, identify, and make oral rhymes. (For example: “The pig has a wig.”)</b>			
3-5 years	Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
<b>Shows increasing ability to hear, identify, and work with syllables in spoken words.</b>			
3-5 years	Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”)	Literacy	B. Phonological Awareness 3.2 Claps for each syllable in two- and three-syllable words
<b>The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.</b>			
<b>Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words.(For example: “The first sound in sun is /s/”)</b>			
3-5 years	Hears the difference between similar sounding words. (For example: coat and goat, three and free)	Literacy	B. Phonological Awareness 1.1 Identifies rhyming words
	Experiments with language. (like ssssnake)	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
<b>Recognizes which words in a set of words begin with the same sound. (For example: “bell, bike, and boy all have /b/ at the beginning”)</b>			
3-5 years	Hears beginning sounds in familiar words.	Literacy	B. Phonological Awareness 4.4 Identifies beginning sounds in CVC words
	Plays with repetitive sounds.	Literacy	B. Phonological Awareness 1.2 Participates in repetitive verbal play
<b>Begins to isolate final sounds in spoken words with teacher support.</b>			
3-5 years	Hears final sounds in familiar words.	Literacy	B. Phonological Awareness 4.3 Identifies last sounds in CVC words
<b>Recognizes letters from one’s name.</b>			
3-5 years	Notices there is the same letter in his/her name as in another child’s name.	Literacy	B. Phonological Awareness 4.5 Produces words that begin with specified sound

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Shows an awareness of alphabet letters.</b>				
3-5 years	"There is an 'M' in this book an 'M' in my name, says Mark."	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
<b>The child demonstrates the ability to apply sound-symbol relationships.</b>				
<b>Recognizes own name in print.</b>				
3-5 years	Recognizes and selects his/her name from a list.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
<b>Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</b>				
3-5 years	Identifies some letters of the alphabet in random order.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Recognizes letters are different from words.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
<b>Begins to recognize the sound association for some letters.</b>				
3-5 years	Identifies the sounds letters make in his/her name.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
<b>Knows letters of the alphabet are a special category of visual graphics and can be individually named.</b>				
3-5 years	Identifies and picks out the letters in his/her name from an alphabet chart.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
<b>The child develops and expands knowledge of words and word meanings to increase vocabulary.</b>				
<b>Shows a steady increase in vocabulary knowledge in listening and speaking.</b>				
3-5 years	Uses new words introduced by the teacher.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Tells what he/she likes or dislikes about a book or story using vocabulary from the story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Understands and follows oral directions. (For example: use of position words: under, above, and through)</b>				
3-5 years	Follows simple two or three step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Repeats instructions to a friend.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
<b>Links new learning experiences and vocabulary to what is already known about a topic.</b>				
3-5 years	Incorporates words and phrases from learning experiences and stories into play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>The child associates meaning and understanding with reading.</b>				
<b>Begins to use pre-reading skills and strategies. (For example: connecting prior knowledge to text, making predictions about text, and using picture clues)</b>				
3-5 years	Looks at pictures in books and predicts what might happen next.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Read symbols before able to read words.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
<b>Demonstrates progress in abilities to retell stories from books and experiences.</b>				
3-5 years	Dictates simple stories for the teacher to write down.	Literacy	E. Writing	1.1 Dictates description of drawing
	Uses pictures or special events as a subject for the story.	Literacy	E. Writing	2.1 Makes representational drawings
<b>Remembers and states some sequences of events.</b>				
3-5 years	Retells information from a story in sequence.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Tells stories with a beginning, middle, and end.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Explains an experience in sequence.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Recognizes concrete objects as persons, places, or things (nouns).</b>			
3-5 years	Says, "My dog is a boy dog, but he isn't a real boy."	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Recognizes action words by demonstrating action words (verbs).</b>			
3-5 years	Says, "I can run fast! Can you?"	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Connects information and events to real life experiences.</b>			
3-5 years	Talks about personal experiences as he/she is read a story.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Demonstrates understanding of literal meaning of a story being told through questions and comments.</b>			
3-5 years	Shows interest in a story by making comments and asking questions.	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Identifies the main events in a story, the characters, and where it takes place.	Literacy	D. Vocabulary and Story Comprehension 3. Demonstrates understanding of abstract story vocabulary
<b>Tells what is happening in a picture.</b>			
3-5 years	Makes up a story from looking at a picture.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Recognizes story elements such as main idea, characters, awareness of context clues, and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.</b>			
3-5 years	Asks specific questions about the illustrations or about the context of a book.	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child uses the 'writing process' to express thoughts and feelings.</b>			
<b>Develops understanding that writing is a way of communicating for a variety of purposes.</b>			
3-5 years	Uses writing tools and paper to 'write' words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines, and shapes.)	Literacy	E. Writing 2. Writes and draws for a variety of purposes
<b>Participates in writing opportunities.</b>			
3-5 years	Uses writing materials to make shapes, squiggles, and letters.	Literacy	E. Writing 2. Writes and draws for a variety of purposes
	Writes something and asks someone else to read it.	Literacy	E. Writing 2. Writes and draws for a variety of purposes
<b>Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.</b>			
3-5 years	Scribbles some letter-like symbols and some letters in writing.	Literacy	E. Writing 3.1 Writes using developmental spelling
	Writes own name or familiar words.	Literacy	E. Writing 3.2 Prints first name
<b>Begins to remember and repeat stories and experiences through drawing and dictation.</b>			
3-5 years	Tells others about intended meaning of drawings and writings.	Literacy	E. Writing 1. "Reads" back own dictation to label or caption picture

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics</b>				
<b>The child sorts and classifies objects and analyzes simple patterns.</b>				
<b>Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).</b>				
3-5 years	Sorts objects into groups by a certain characteristics and begins to explain how the grouping was done.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Describes or recognizes similarities and differences between objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Recognizes patterns, can repeat explain verbally (red, black, red, black, red, black).</b>				
3-5 years	Continues a simple pattern such as arranging blue and yellow pegs in alternating order.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Describes patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>The child understands the relationship between numbers and quantities.</b>				
<b>Begins to associate number concepts, vocabulary, and quantities using written numerals in meaningful ways.</b>				
3-5 years	Begins to recognize numerals.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Puts two objects by the number two, three objects by the number three and so forth.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Compares and recognizes items that are more, less or the same in size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Begins to make use of one-to-one correspondence incounting objects and matching groups of objects.</b>				
3-5 years	Counts objects in a one-to-one correspondence.	Math	A. Counting	3. Counts out 20 items
<b>Counts objects in a set one-by-one from one through five.</b>				
3-5 years	Counts objects from one through five.	Math	A. Counting	2. Counts out 10 items



OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Identifies and creates sets of objects one through five.</b>				
3-5 years	Creates a set of five objects by counting them out.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
<b>Identifies numerals one through five.</b>				
3-5 years	Names numerals one through five.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
<b>Recognizes the numerical value of sets of objects through five.</b>				
3-5 years	Names how many are in a group of up to five (or more) objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
<b>Develops increasing ability to count in sequence to ten.</b>				
3-5 years	Counts from one to ten.	Math	A. Counting	2. Counts out 10 items
<b>The child identifies common geometric shapes and explores the relationship of objects in the environment.</b>				
<b>Begins to recognize, describe, compare, and name common shapes. (For example: circle, square, triangle, and rectangle)</b>				
3-5 years	Names and describes shapes in the environment.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Groups objects according to their shape and size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
<b>Builds an increasing understanding of directionality, order, and position of objects and words. (For example: on, under, above)</b>				
3-5 years	Uses words to indicate where things are in space. (For example: ‘beside’, ‘inside’, ‘over’, ‘under’, etc.)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child explores the concepts of non-standard and standard measurement.</b>			
<b>Measures objects using non-standard units of measurement. (For example: pencil, paper clip, block)</b>			
3-5 years	Participates in measuring activities and names units of measure.	Cognitive	E. Scientific Discovery 1.1 Uses simple tools to gather information
<b>Compares objects according to observable attributes. (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)</b>			
3-5 years	Begins to order, compare, and describe objects.	Cognitive	C. Conceptual Knowledge 4. Uses early conceptual comparisons
	Identifies which object is the longest, shortest, biggest, or smallest.	Cognitive	C. Conceptual Knowledge 4. Uses early conceptual comparisons
<b>Compares and orders objects in graduated order. (For example: shortest to tallest, thinnest to thickest)</b>			
3-5 years	Places objects in graduated order.	Cognitive	C. Conceptual Knowledge 4. Uses early conceptual comparisons
<b>Develops an awareness of simple time concepts within his/her daily life. (For example: yesterday, today, tomorrow; morning, afternoon, night)</b>			
3-5 years	Uses terms such as before, after, yesterday,	Cognitive	C. Conceptual Knowledge 4.1 Identifies common concepts
<b>The child collects and analyzes data in a group setting.</b>			
<b>Begins to use numbers and counting as a means for solving problems and measuring quantity.</b>			
3-5 years	Compares groups and counts the number of items in each group to determine if there are more, less, or the same (equivalent sets).	Math	B. Quantitative Relations 1.1 Compares items in sets to 5 by matching
<b>Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</b>			
3-5 years	Shows curiosity about locations, maps, and charts.	Cognitive	E. Scientific Discovery 1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery 1.1 Uses simple tools to gather information
	Ask questions.	Cognitive	E. Scientific Discovery 2.1 Generates specific questions for investigation
	Participates in discussions, creates, and uses real and pictorial graphs, maps, photographs, and charts.	Cognitive	E. Scientific Discovery 1. Expands simple observations and explorations into further inquiry

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Describes similarities and differences between objects.</b>			
3-5 years	Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)	Cognitive	C. Conceptual Knowledge 4. Uses early conceptual comparisons

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Health, Safety, and Physical Development</b>			
<b>The child participates in activities involving large muscle skills.</b>			
<b>Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)</b>			
3-5 years	Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping, and pulling. Moves toward skipping, galloping, and riding while maintaining balance.	Gross Motor	B. Movement and Coordination 7. Skips
<b>Demonstrates body and space awareness to move and stop with control over speed and direction.</b>			
3-5 years	Names or points to body parts.	Fine Motor	B. Functional Skill Use 1.1 Uses finger to point or touch
	Moves within a space with defined boundaries.	Gross Motor	B. Movement and Coordination 3. Walks avoiding people, furniture, or objects
	Runs easily and stops quickly.	Gross Motor	B. Movement and Coordination 5.1 Runs
	Controls body and can change movement, speed, and direction.	Gross Motor	B. Movement and Coordination 5. Runs while avoiding people, furniture, or other objects
<b>Demonstrates non-locomotor movements. (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)</b>			
3-5 years	Moves while standing in place.	Cognitive	A. Sensory Exploration 1.1 Reacts to events or stimulation
	Identifies and reproduces non-locomoter movements when asked.	Cognitive	B. Imitation and Memory 1. Imitates novel coordinated motor actions
<b>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</b>			
3-5 years	Throws and kicks a ball. Begins to catch and bounce a ball with two hands.	Gross Motor	C. Active Play 1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play 1.4 Kicks ball
	Dribbles a ball with hands and/or feet.	Gross Motor	C. Active Play 1.1 Bounces ball with one hand
	Swings with assistance.	Gross Motor	C. Active Play 2.2 Climbs play equipment
	Goes down a slide.	Gross Motor	C. Active Play 2.2 Climbs play equipment

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing).</b>				
3-5 years	Participates in activities to develop large muscles, strength, and endurance.	Gross Motor	C. Active Play	2.2 Climbs play equipment
<b>Develops coordination and balance through a variety of activities.</b>				
3-5 years	Begins to gain coordination through participation in physical activities.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Demonstrates ability to balance.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Transfers weight from one body part to another.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
<b>The child participates in activities involving small muscles.</b>				
<b>Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)</b>				
3-5 years	Controls small muscles to complete tasks.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses small muscles for self-help skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
<b>Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads).</b>				
3-5 years	Uses simple tools during a variety of learning activities.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
<b>The child participates in activities for the development of lifetime health and fitness.</b>				
<b>Progresses in physical growth, strength, stamina, and flexibility.</b>				
3-5 years	Demonstrates increasing ability to lift and carry heavier items, run farther, and successfully navigate playground equipment.	Gross Motor	C. Active Play	2.2 Climbs play equipment

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Understands that healthy bodies need rest, exercise, water, and good nutrition.</b>				
3-5 years	Participates in a variety of activities leading to an understanding of nutrition, exercise, and proper rest.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begins to recognize and select healthy foods, exercise, and rest activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</b>				
3-5 years	Takes care of self when eating, dressing, toileting, and washing hands.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
<b>Builds awareness and ability to follow basic health and safety rules.</b>				
3-5 years	Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identifies ways to locate school and community helpers.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Communicates fears to a trusted adult.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
<b>Science</b>				
<b>The child investigates and experiments with objects to discover information.</b>				
<b>Develops increasing abilities to classify, compare and contrast objects, events, and experiences.</b>				
3-5 years	Describes objects and living things in increasing detail.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identifies similarities and differences in objects.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Tells stories about what he or she experiences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)</b>				
3-5 years	Uses scientific tools as props in play.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
<b>Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)</b>				
3-5 years	Explores and tries new things with materials.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations
<b>Asks questions, makes predictions, and communicates observations orally and/or in drawings.</b>				
3-5 years	Verbalizes what he or she sees and predicts	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations
	Shows interest by asking questions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for
<b>Explores cause and effect...</b>				
3-5 years	Understands simple cause and effect situations. (For example: If the ball is dropped, it will fall. If the juice spills, the table is wet).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
<b>With increasing independence, children gather information, conduct investigations, and make predictions about how things work.</b>				
3-5 years	Takes steps in conducting investigations.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Records data with teacher assistance.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explains what discoveries were made.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child investigates and describes objects that can be sorted in terms of physical properties.</b>			
<b>Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.</b>			
3-5 years	Uses senses to explore the environment and can describe differences.	Cognitive	E. Scientific Discovery 1.2 Uses senses to explore
<b>Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/non-magnetic, solid/liquid, wet/dry).</b>			
3-5 years	Recognizes and describes the properties of objects.	Cognitive	E. Scientific Discovery 1. Expands simple observations and explorations into further inquiry
	Makes comparisons among observed objects.	Cognitive	E. Scientific Discovery 1. Expands simple observations and explorations into further inquiry
<b>Observes and describes how objects move. (For example: slide, turn, twirl, roll).</b>			
3-5 years	Tries to find which objects move best when placed on a ramp.	Cognitive	E. Scientific Discovery 1. Expands simple observations and explorations into further inquiry
<b>The child observes and investigates plants and animals.</b>			
<b>Develops an awareness of what various plants and animals need for growth.</b>			
3-5 years	Provides plants and animals what is needed for growth (soil, water, sunshine, food).	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings
<b>Demonstrates a beginning awareness of the changes plants and animals go through during their life. (For example: seed/plant, egg/chicken)</b>			
3-5 years	Matches a seed and a plant and a young animal and an adult animal.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings
<b>Demonstrates interest and respect for the plant and animal life around them.</b>			
3-5 years	Takes care of familiar plants and animals.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings



OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>The child investigates and observes the basic concepts of the Earth.</b>			
<b>Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water).</b>			
3-5 years	Explores and discusses materials related to rocks, soil, air, clouds, sun, moon, and/or stars.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings
<b>Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold).</b>			
3-5 years	Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings
<b>Develops an awareness of the four seasons. (For example: temperature, weather-appropriate clothing, changing leaves)</b>			
3-5 years	Recognizes characteristics of different seasons.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings
<b>Observes and participates in a variety of activities related to preserving the environment.</b>			
3-5 years	Expresses concern for taking care of the earth.	Cognitive	E. Scientific Discovery 2.2 Demonstrates knowledge about natural happenings

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social and Personal Skills</b>				
<b>The child participates in activities to develop the skills necessary for working and interacting with others.</b>				
<b>Plays, works, and interacts easily with one or more children and/or adults.</b>				
3-5 years	Greets the teacher and others when arriving.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Responds to familiar faces and voices verbally and nonverbally.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Engages in conversations with children and adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Begins to develop relationships with others.</b>				
3-5 years	Chooses to work and play with other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Initiates interaction with others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
<b>Recognizes the feelings of others and responds appropriately.</b>				
3-5 years	Expresses increased care and understanding for the feelings of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
<b>Develops confidence and stands up for own rights.</b>				
3-5 years	Attempts new tasks with enthusiasm.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Enters into play with groups of children with confidence.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Shows respect for others, materials, and equipment.</b>				
3-5 years	Treats other children respectfully and uses care with possessions.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Uses equipment carefully, does not waste supplies, and puts materials away when finished.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
<b>Recognizes and expresses own feelings and responds appropriately.</b>				
3-5 years	Handles feelings in an age-appropriate way.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Uses words or pictures to identify and label some of his/her own feelings and needs.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
<b>Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</b>				
3-5 years	Shares equipment/materials and takes turns in activities.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
<b>Works independently and/or cooperatively to solve problems or resolve conflicts.</b>				
3-5 years	Uses words and strategies for resolving conflicts and solving problems.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
<b>Seeks assistance from an adult when appropriate.</b>				
3-5 years	Follows school rules for appropriate behavior.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Attempts to solve problem before asking for assistance from teacher.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</b>				
3-5 years	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Identifies self as being part of different groups such as family, community, culture, or school.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>Demonstrates emerging awareness and respect for culture, ethnicity, abilities, and disabilities.</b>				
3-5 years	Develops successful relationships with others in the home, family, and learning environment.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Treats everyone with respect and dignity.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Understands and values similarities and differences among people.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Notices differences in skin color, eyes, hair, language, and culture.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
<b>The child develops the skills necessary for participating in a variety of settings.</b>				
<b>States his/her full name, age, and name of parent or guardian.</b>				
3-5 years	Knows personal information such as name and age.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Names significant family members.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
<b>Shows ability to adjust to new situations.</b>				
3-5 years	Moves smoothly from one routine to another such as from activity period to cleanup.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Transitions from home to school without extensive or long-lasting anxiety.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies</b>				
<b>The child exhibits traits of good citizenship.</b>				
<b>Works and plays cooperatively in a variety of settings.</b>				
3-5 years	Contributes to large and small group discussions.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Participates in group decision making.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
<b>Recognizes the importance of his/her role as a member of the family, the class, and the community.</b>				
3-5 years	Identifies self as a member of a family, community, and class.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Creates drawings or sculptures of home, school, or community.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
<b>Listens to others while in large and small groups.</b>				
3-5 years	Takes turns listening and speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
<b>Shows respect for others and their property.</b>				
3-5 years	Treats other children respectfully and uses care with their property.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Uses equipment carefully and does not waste supplies. Puts material away when finished.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
<b>Develops an awareness of how people can positively affect the environment.</b>				
3-5 years	Participates in taking care of the indoor and outdoor environment.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognizes some resources and money are limited.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

OK Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Recognizes patriotic symbols and activities.</b>				
3-5 years	Recognizes the American and/or Tribal flag and other symbols.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Given the opportunity, practice reciting the Pledge of Allegiance.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
<b>Recognizes the importance of rules and responsibilities as a member of the family, class, and school.</b>				
3-5 years	Identifies rules at home and at school.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Understands consequences when a rule is not followed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>The child demonstrates knowledge of basic geographic concepts.</b>				
<b>Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant).</b>				
3-5 years	Names and describes places they see on the way to school. (For example: store, restaurant)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Describes differences in homes and buildings.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Begins to develop an understanding of his/her community. (For example: home, school, and city).</b>				
3-5 years	Identifies common features in the home, school, and community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>The child discusses how children in various communities and cultures are alike and different.</b>				
<b>Explores common needs. (For example: food, clothing, and shelter).</b>				
3-5 years	Understands the basic human needs of all people for food, water, safety, clothing, shelter.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.</b>				
3-5 years	Talks about how people are different.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

OK Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Explores how families and communities build traditions.</b>			
3-5 years	Shares family and community traditions.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>The child explores various careers and identifies basic economic concepts.</b>			
<b>Identifies various school and community personnel.</b>			
3-5 years	Names school personnel by job and by name such as principal or director, teacher, secretary, custodian, cook, etc.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
	Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc.	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.</b>			
3-5 years	Describes people’s jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.)	Social-Communication	D. Social Use of Language 2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Develop an awareness of using money to purchase things.</b>			