



## ALIGNMENT

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

**WITH**  
**Rhode Island Early Learning and  
Development Standards (RIELDS)**

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

This document aligns the *Rhode Island Early Learning and Development Standards (RIELDS)* [2023] 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.

Rhode Island Department of Education (2023). *Rhode Island Early Learning and Development Standards (RIELDS)*. Retrieved from: <https://ride.ri.gov/instruction-assessment/early-childhood-education/ri-early-learning-and-development-standards-rields>

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## Physical Health and Motor Development

## Health and Safety Practices

## Children engage in structured and unstructured physical activity.

9 months	Sustain physical activity for at least three to five minutes at a time	Gross Motor	A. Body Control and Weight Transfer	1 (all)
		Gross Motor	A. Body Control and Weight Transfer	2 (all)
		Gross Motor	A. Body Control and Weight Transfer	3 (all)
	Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
18 months	Participate in active physical play with an adult	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Watch and often run when they see older children running	Gross Motor	B. Movement and Coordination	5.1 Runs
	Attempt to try new games and toys	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Stand with feet wide apart and sway to the sound of music	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
24 months	Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Back into a chair to sit down	Gross Motor	A. Body Control and Weight Transfer	5.1 Sits down in chair
	Squat while playing	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Carry a large toy while walking or playing	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Run after older children who are running	Gross Motor	B. Movement and Coordination	5.1 Runs
36 months	Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day	Gross Motor	C. Active Play	All
	Participate in outdoor play	Gross Motor	C. Active Play	All
	Try new games and toys without assistance	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Actively participate in games and dances	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
48 months	Carry bags or objects over short distances	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Practice kicking, throwing, and running	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	1.4 Kicks ball
		Gross Motor	B. Movement and Coordination	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
60 months	Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)	Gross Motor	C. Active Play	All

# RI Standards

# AEPS-3 Area

# AEPS-3 Strand

# AEPS-3 Items

Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.				
9 months	Express discomfort or anxiety in stressful situations	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Demonstrates a recognition of the difference between their primary caregiver and a stranger	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
18 months	Sometime respond appropriately to redirection given by an adult caregiver	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
24 months	Respond appropriately to redirection by adults unless too caught up in a game or emotion	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Demonstrate a beginning understanding when adults communicate "stop" or "danger" in their home language by stopping or listening to adults	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Hold hands briefly with adults when walking but often break contact when distracted by another person or object	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
36 months	Recognize or identify some harmful or unsafe objects and situations	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Stop a behavior in response to direction by an adult	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Understand and participate in the routine of holding hands with an adult when walking in public places	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Seek an adult's help in some unsafe or dangerous situations	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follow emergency routines after adult instruction (e.g., fire drills)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
48 months	Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Communicate what the consequences are of unsafe behaviors	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	With adult assistance, look both ways before crossing the street	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
60 months	Follow safety rules with adult assistance	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Understand the consequences of not following rules related to safety	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Children develop self-help skills.				
9 months	Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coordinate sucking and swallowing	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
	Assist with self-feeding by holding a bottle or breast; turn their head away when full	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Relax during bathing routines	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Babble or coo after diapering	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18 months	Point to food when wanting more	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Feed themselves finger foods	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Drink from a cup with some spilling	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Drink from a straw	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Use a spoon with some spilling	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Accept more involved care routines administered by adults (e.g., tooth brushing)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Participate in handwashing with assistance	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Participate in dressing or attempt to dress themselves	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Remove some clothing	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
24 months	Use signs, body language, or vocalizations to seek out help from an adult	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	Participate in some self teeth-brushing while an adult is helping them brush their teeth	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Indicate choices in clothes and shoes by gesturing or using simple words	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Have limited control over bowels and bladder	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Use a tissue when offered by an adult to wipe nose, face, or hands	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
36 months	Understand the difference between food and non-food items	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize when foods are new to them and choose whether to taste or not	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Cooperate and assist with tooth brushing	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Wash hands with assistance	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Attempt dressing and undressing	Adaptive	C. Dressing and Undressing	All
	Sit on a toilet	Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control
	Obtain and use tissues to wipe their nose, face, or hands	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Indicate when not feeling well	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
48 months	Help with mealtime routines, such as setting a table	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Brush their teeth with assistance from an adult	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Wash and dry hands with verbal prompts and support	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Use a toilet	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Cover their mouth when coughing	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Dress or undress with minimal assistance	Adaptive	C. Dressing and Undressing	All
	Put their shoes on but may need assistance tying them	Adaptive	C. Dressing and Undressing	2.6 Puts on shoes
	Choose their own clothes to wear	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
60 months	Help in preparing snacks and meals	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Dress or undress	Adaptive	C. Dressing and Undressing	All
	Manage zippers, buttons, buckles, and Velcro	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
	Tell an adult caregiver when tired	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult

## Gross Motor Development

Children develop large-muscle control, strength, and coordination.

9 months	Reach and play with toys while sitting	Gross Motor	A. Body Control and Weight Transfer	4.2 Regains balanced, upright sitting position after reaching across body
	Reach for objects and bring them to their mouth	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Pound on a table and other objects	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Roll both ways (front to back and back to front)	Gross Motor	A. Body Control and Weight Transfer	3 (all)
	Get into sitting position without help while lying down or crawling	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Sit without support	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
18 months	Squat to pick up toys or other objects	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Jump with feet apart	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Carry a toy while walking	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Stand on one foot with assistance	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Pull up to a standing position	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
24 months	Bend or stoop over to pick up a toy or other object	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Pull toys behind themselves	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Climb onto and off couches, chairs, large rocks, or logs	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Roll a large ball	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Toss a ball into a large container	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Sit on and move small wheeled riding toys	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
36 months	Play "catch" using a large rubber ball	Gross Motor	C. Active Play	1.3 Catches ball
	Throw underhand with some direction	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Climb on outdoor play equipment	Gross Motor	C. Active Play	2.2 Climbs play equipment
48 months	Pedal a tricycle	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Aim and throw a ball overhand toward a target	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Bounce a ball	Gross Motor	C. Active Play	1.1 Bounces ball with one hand
		Gross Motor	C. Active Play	1.2 Bounces ball with two hands
	Hit a stationary ball with a plastic or foam bat	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Use arms and legs in a coordinated manner to "pump" on a swing	Gross Motor	C. Active Play	2.1 Moves swing back and forth
	Jump off a bottom step or over small objects with two feet	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Fill and carry large containers across the yard or room, setting down frequently or with another child's or adult's support	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
60 months	Catch a small ball with two hands	Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.1 Bounces ball with one hand
	Bounce a ball and catch it	Gross Motor	C. Active Play	1.2 Bounces ball with two hands
		Gross Motor	C. Active Play	1.3 Catches ball
	Aim and throw or kick a ball with some accuracy	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Pull another child in a wagon on a path	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Move up and down on a climbing structure and hangs from a bar	Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
	Fill and carry a large container with sand or water across the yard or room	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand

**RI Standards**
**AEPS-3 Area**
**AEPS-3 Strand**
**AEPS-3 Items**

Children develop traveling skills.				
9 months	Shift between lying down, sitting, and balancing on their hands and knees	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
	Crawl	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
18 months	Move from one place to another by walking	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Sometimes run instead of walk	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Walk upstairs holding an adult's hand or crawl upstairs on hands and knees	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
24 months	Run sturdily	Gross Motor	B. Movement and Coordination	5.1 Runs
	Walk up steps with some help	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Walk backwards	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Walk on tiptoes	Gross Motor	B. Movement and Coordination	3.1 Walks without support
36 months	Change direction while walking or running	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Stop suddenly after running (displaying increased coordination and regulation of large muscles)	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Jump forward at least six inches	Gross Motor	B. Movement and Coordination	6. Jumps forward
48 months	Move in, under, and over objects in the environment with ease	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Run up to a ball and kick it while maintaining balance	Gross Motor	C. Active Play	1.4 Kicks ball
	Walk or run around obstacles and corners	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walk up and down stairs, alternating feet	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Understand the position or orientation of their body to other objects and people	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
60 months	Hop forward on one foot without losing balance	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Walk along a beam or edge	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Gallop	Gross Motor	B. Movement and Coordination	7.1 Gallops
	Skip	Gross Motor	B. Movement and Coordination	7. Skips
	Run with control and balance, making quick turns without losing speed and quick stops	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrate how their body can move forward, backward, left, and right	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrate how their body can move fast or slow	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

## Fine Motor Development

Children develop small-muscle control, strength, and coordination.

9 months	Hold onto a toy when it is handed to them	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Reach for, grasp, and shake things	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Bring hands and objects to their mouth	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Transfer a toy from one hand to another	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Pat, shake, or hit objects	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Mimic a hand clap or wave	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
18 months	Turn the pages of books and point to pictures while being read to	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Hold objects in both hands	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Pick up very small objects with their index finger and thumb	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Bang two toys together	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Play pat-a-cake without much help (such as someone moving their hands for them)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Begin to stack two to three blocks	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
24 months	Open cabinets, drawers, and boxes	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	String large beads	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Turn containers over to empty out the contents	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Remove lids from containers	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Stack four to six large blocks/cubes	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Attempt snipping with scissors	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
36 months	String large beads onto shoelaces	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Put three or four pieces into a puzzle board	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Dig and scoop sand or water	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Use scissors with adult support	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
48 months	String medium-sized beads onto shoelaces	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use scissors with purpose	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	With adult support, pour milk or spoon out fruit	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	With adult support, zips clothes	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
60 months	Fold a piece of paper with accuracy and symmetry	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Works on puzzles of 10 or more pieces	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Holds paper and makes precise cuts to cut out a square	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Button and zip clothes	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action



Children develop writing and drawing skills.				
9 months	Grasp objects with their thumb, index, and middle fingers or other adaptive method (e.g., using pincer grip)	Fine Motor	A. Reach, Grasp, and Release	2 (all)
	Bring their hands to their midline (e.g., moving hands towards each other over the middle of their body)	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
18 months	Grab and hold large writing objects, such as crayons, with their whole fist or other adaptive method	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Scribble spontaneously on paper	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24 months	Holds large writing objects, such as crayons, with a variety of writing grips, and uses with more control	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Make spontaneous dots, lines, and wobbly circles when painting or drawing	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Fold paper approximately in half	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
36 months	Hold a pencil in an approximate writing grip or other adaptive method	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Attempt to copy a drawn circle	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Attempt to draw a cross	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Attempt to use a horizontal and vertical stroke	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
48 months	Hold a regular pencil writing grip or other adaptive method	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Use horizontal and vertical stroke	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Make a cross with a marker or pencil	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Draw a circle	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Write letter or numeral-like forms	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
60 months	Draw recognizable shapes	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Write some letters and numerals using a writing grip or other adaptive method	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes

## Social and Emotional Development

## Relationships with Others

Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

9 months	Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	"Converse" with familiar adults by imitating or making faces at adults who make faces at them	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Relax when picked up and held by a familiar adult	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Search for an adult caregiver who might be out of sight	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Engage in turn-taking interactions, such as peek-a-boo	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Repeat actions that elicit social responses from others	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
18 months	Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, "talking" on a cell phone)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use gestures, signs, body language, and/or vocalizations to seek out help from a preferred adult	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Participate in back-and forth games with adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Seek comfort from a preferred adult when tired or hungry (coregulation)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	From time to time look to familiar adult for reassurance when a stranger is present	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
24 months	Imitate by continuing to repeat actions they have seen long after they have seen them	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Interact with adults to meet needs and wants, communicating through gestures, signs, facial expressions, and/or simple words	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain (coregulation)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Look to and seek approval non-verbally when engaging in a difficult task	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
36 months	Seek adult assistance when challenged	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Demonstrate affection for familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seek comfort from an adult after falling down or getting hurt (coregulation)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Interact with adults to solve problems or communicate about experiences or ideas	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Seeks adult attention when exploring or trying a new skill	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48 months	Seek approval from adults	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Engage in back-and-forth conversations with trusted adults	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Express joy with trusted adult when demonstrating an achievement or mastery in play (e.g., excitement over building a tall block tower; walking across the balance beam with limited assistance)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
60 months	Maintain well-being and emotional composure when separated from parents or primary caretakers when in familiar settings or with familiar and trusted adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being, and sharing their experiences (coregulation)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

**RI Standards**
**AEPS-3 Area**
**AEPS-3 Strand**
**AEPS-3 Items**

Children engage in positive relationships and interactions with other children.				
9 months	Babble and smile to show their interest in other children	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Intently watch other babies and children, especially their faces	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Track the activity of other children and notice/move toward others when hearing sounds of excitement	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach out to touch other children's hair, face, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Engage in positive interactions with other children while supervised	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Imitate and respond to other children's actions and behaviors	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Play alone or engage in parallel play (e.g., play next to but not directly involved in another child's play)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Recognize and respond differently to younger children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
24 months	Demonstrate interest or concern for a peer who is hurt, fallen, or in distress	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognize the idea of possessions (e.g., acting as though they own something) and demonstrate an understanding of "mine" and "not mine"	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
36 months	Watch and copy other children's play activities	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Seek assistance from an adult caregiver in resolving conflicts with other children	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Understand how to take turns during play with other children, with adult guidance, and assistance	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Participate in associative play with other children (e.g., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
		Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
48 months	Share and take turns using materials	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Suggest solutions to conflicts, with adult guidance and assistance	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Initiate play and conversations with other children	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Participate in pretend play with other children	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Express how another child or storybook character might feel	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Notice and show concern for peers' feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Comfort peers when they are hurt or upset, with adult guidance and assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
60 months	Make decisions with other children, with adult guidance and assistance	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrate consideration for and cooperation with other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Prefer to play with one or two special friends	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Suggest solutions to conflicts	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Demonstrate an ability to compromise when working or playing in a group	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Sustain interactions with friends for increasing periods of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Successfully enter into play when a group of children are already involved	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Can identify the causes of other children's emotions (e.g., "they are sad because . . .")	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

## Self-Awareness and Competence

Children develop an awareness of themselves as an individual with thoughts, feelings, and perspectives that may differ from others.

9 months	Explore their own hands and feet	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate a recognition of themselves in a mirror	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to their own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
18 months	Explore various play materials and show preferences for specific books, toys, or food	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate displeasure when unable to exert influence on events	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Indicate their dislike by saying “no” or through some other method (e.g., shaking their head or turning their head/body away)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Make simple choices	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
24 months	Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Refer to themselves by name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Use “me” and “mine” in reference to themselves and to objects	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Express preferences for certain toys or objects	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy playing alone for short periods of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Try to do some things without help	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
36 months	Become aware of and asserts ownership (e.g., “This is mine”; and “that is yours.”)	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Demonstrate preferences and choices for people, toys, or activities	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Recognize a picture of themselves (e.g., by pointing or saying “me”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describe some personal characteristics (e.g., hair color)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Provide their first and last names when asked	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
48 months	Differentiate themselves from others based on characteristics they use to describe themselves, such as “shy” or “smart.”	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Differentiate themselves from others in terms of specific abilities (e.g., “I am a fast runner,” or “I am a good climber.”)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Describes physical attributes among peers and adults	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Has a clear sense of people, self, and those who are different	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
60 months	Describe own and others’ personal characteristics (e.g., “My hair is red; your hair is black.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Demonstrate an awareness of their own likes and preferences	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

**RI Standards**
**AEPS-3 Area**
**AEPS-3 Strand**
**AEPS-3 Items**

Children develop the confidence to complete an action successfully or independently.				
9 months	Demonstrate interest in objects or people	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Accept new toys or objects with interest	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for objects of interest	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Focus on objects and people of interest for longer periods of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Show pleasure at their own actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show attachment to or preference for specific toys	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Ask for similar activities to be repeated over and over	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Attempt to perform self-care activities independently of adult help	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Alternate between doing things independently and wanting help or comfort	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Repeat activities and words and songs over and over	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Participate in solitary pretend play (e.g., wearing hats, talking on a phone)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Help with simple tasks (e.g., picking up toys)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36 months	Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Initiate new activities and explore new materials	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
48 months	Choose materials and activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
60 months	Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Stay with a task until it is completed	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

## Emotional Recognition and Regulation

**Children develop the ability to identify, express, and manage their emotions.**

9 months	Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Calm down when talked to, held, or rocked by a preferred caregiver	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, signs, and/or sound	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
18 months	Self-soothe when offered a special toy or blanket in combination with caregiver nurturance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Look to a trusted adult for comfort when upset or stressed	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrate joy, pleasure, and excitement in learning to do new things	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Accept a security toy or blanket to self-soothe	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Demonstrate familiarity with routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
36 months	Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Comfort themselves by seeking out a special toy, object, or caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use words to express their emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
48 months	Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Can express emotions using words, signs, or other communication methods	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Take pride in their accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
60 months	React appropriately to strong emotions most of the time	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Persist at a difficult task with decreasing amounts of frustration	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Can name emotions using words, signs, or other communication methods	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

**RI Standards**
**AEPS-3 Area**
**AEPS-3 Strand**
**AEPS-3 Items**

Children develop the ability to manage impulses and express emotions appropriately even in challenging situations.				
9 months	Exhibit the ability to wait for a desired object or person	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Amuse themselves for a short period of time	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Say "no" to express their unwillingness (or sign "no" if they have been taught to sign)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
24 months	Respond to redirection most of the time	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Once redirected, change focus to the new object, person, or play	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Participate in routines with adult guidance	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36 months	Follow simple rules most of the time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Control impulses (e.g., walking around—rather than through—a puddle when directed)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adapt their behavior to the environment (e.g., shifting from an "outside voice" to an "inside voice")	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adjust to changes in daily routines with preparation and adult assistance	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
48 months	Usually follow rules and expectations in familiar settings	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Adjust to changes in routines and activities	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Ask or wait for adult permission before doing something they are unsure about	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Use materials with purpose, safety, and respect	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
60 months	Stop an engaging activity to transition to another less desirable activity with adult guidance and support	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Participate in group activities for increasing amounts of time	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
60 months	Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity



## Language Development

## Receptive/Interpretive Language

Children attend to, understand, and respond to increasingly complex language.

9 months	Turn toward familiar voices or sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Recognize more than one tone of voice in adults and respond with body movement and sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Demonstrate a recognition of names of familiar people and favorite objects	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Respond to voices and sounds in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Can be quieted by a calm, familiar voice	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Become excited upon seeing familiar signs for nursing or feeding (e.g., bottle)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Startle or cry when there is a loud sound	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Look at what an adult is pointing to and share attention	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Identify familiar people or objects when prompted	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understand more words than they can say	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Respond appropriately to familiar words, signs, and songs	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
24 months	Follow simple, one-step directions, especially if accompanied by adult gestures and/or signs (e.g., "stop" or "come here")	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow one-step directions with few adult gestures and/or signs (e.g., responding to an adult saying, "Please lift your arms.")	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
36 months	Demonstrate an understanding of descriptive words	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Respond appropriately to others' comments, questions, or stories	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.")	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
48 months	Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Demonstrate an understanding of conversations by responding to questions and prompts	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Distinguish between real and made-up words	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Successfully follow three-step directions (e.g., "Please, would you get the sponge, dampen it with water, and clean your tabletop?")	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
60 months	Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Respond appropriately to a specific and varied vocabulary	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Follow detailed, multistep directions (e.g., "Put away the toys in the correct boxes, wash your hands, then come to the table and find your name.")	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

## Expressive Language

Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

9 months	Experiment with making sounds	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Engage in babbling (e.g., making consonant sounds followed by a vowel sound)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Say “mama” and “dada”	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Use vocalizations, gestures, signs, and/or facial expressions to communicate needs and wants and to express interest or dislike	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
18 months	Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, signs, sounds)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Produce some words and word-like sounds	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Use eight to ten individual words to communicate wants, needs, interests, and dislikes	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Combine words with gestures and/or signs to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use some pronouns	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
24 months	Communicate basic needs in a way that is understood by many people outside the family or childcare	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use “please” and “thank you”	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Combine words and gestures or signs with expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, “Go outside.”)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Hold one-sided conversations with stuffed animals and dolls	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Start to use the plural forms of nouns and verbs	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Start to use the past tense of verbs	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
36 months	Communicate basic ideas in a way that is understood by most people	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Expand their vocabulary in their home language (words, signs, and/or alternative communication) by asking others to name unfamiliar objects	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use two and some three-syllable words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Combine words into simple three- to four-word sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	User simple adjectives in statements (“big,” “little,” “hard,” “soft”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use simple adverbs in statements (e.g., “That car goes very fast!”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Combine words into simple three to four-word sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use some plurals appropriately (e.g., distinguishing between “car” and “cars”)	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Ask “who,” “what,” “why” and “where” questions in their home language (words, signs, and/or alternative communication)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

RI Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48 months	Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Pronounce new, long, or unusual words if they have modeling and support	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Use a variety of vocabulary words in their home language (words, signs, and/or alternative communication), including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (e.g., synonyms), and relating words to their opposites	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Experiment with using new words in conversation	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use longer, more increasingly complex sentences, including complete four- to six-word sentences	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use, with modeling and support, more complex grammar, and parts of speech, including common prepositions, regular plural nouns, correct subject-verb agreement, pronouns, and possessives	Social-Communication	C. Communicative Expression	2 (all)
		Social-Communication	C. Communicative Expression	3 (all)
	Continue to ask “who,” “what,” “why,” and “where” questions in their home language (words, signs, and/or alternative communication)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
60 months	Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Expand their vocabulary with words of increasing specificity and variety in their home language (words, signs, and/or alternative communication)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use increasingly complex, longer sentences, including sentences that combine two or three phrases	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs in their home language (words, signs, and/or alternative communication)	Social-Communication	C. Communicative Expression	2 (all)
		Social-Communication	C. Communicative Expression	3 (all)

## Pragmatics

## Children understand, follow, and use appropriate social and conversational rules.

9 months	Respond to the speech of others by looking toward the speaker	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, gestures, and/or signs	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Express enjoyment and a desire for “more” through body language (cues), such as kicking their legs, waving their arms, and smiling	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Respond to others’ communication with gestures, signs, facial expressions, body movements, and/or sounds	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
		Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Point in order to request an object	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
24 months	Use varying body language/cues by language and/or culture to signal enjoyment or their desire for more of an activity from an adult (e.g., such as bobbing their head, raising their eyebrows, smiling, or tilting their head)	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Participate in simple turntaking during one-on-one conversations	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Demonstrate concern for others through gestures, signs, and/or facial expressions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
36 months	Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult’s pant leg, patting an adult, holding an adult’s arm, or verbalizing)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond to others’ statements, prompts, and questions	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use culturally appropriate/acceptable social conventions to initiate and sustain exchanges of communication	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48 months	Demonstrate an understanding of simple humor	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Use appropriate volume and intonation when speaking in a variety of social situations	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Follow culturally appropriate/acceptable norms of communication in group settings, with support and modeling	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
60 months	Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Follow culturally appropriate/accepted norms of communication in group settings with increasing independence	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
60 months	Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

## Language Development of Multilingual Learners

**Multilingual children attend to, understand, and respond to increasingly complex language on a range of topics, including personally meaningful experiences and texts (including digital texts) in English and their home language(s).**

Early-Stage	Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language(s)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, and/ or gestures of the speaker	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Continue to make progress in their home language (s) attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, signs, pointing, and voice modulation	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Mid-Stage	Continue to make progress in their home language	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Respond appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
Late-Stage	Demonstrate an understanding of a larger set of words in English and their home language(s) (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrate an understanding of words in English and their home language(s) related to more advanced concepts (e.g., abstract emotions and ideas)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Follow directions that involve a one or two-step sequence, relying less on contextual cues	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues

Multilingual children become increasingly proficient in expressing their thoughts and ideas in English and their home language(s).				
Early-Stage	Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use age-appropriate vocabulary in their home language(s)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Listen and converse in their home language(s)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use age-appropriate grammar in their home language(s)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language(s)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate, e.g., missing social, contextual, or self-referential cues)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Mid-Stage	Combine nonverbal with some verbal communication to be understood by others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Codeswitch (the mixing of two or more languages in the same utterance)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use telegraphic speech (two-word phrases rather than full sentences, such as “want food”)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use formulaic speech (expressions that are learned whole, e.g., “I don’t know”)	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Converse with others in English using two or three words at a time and may switch back and forth between English and their home language(s)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and apply at times the rules of grammar of the home language to English	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use “what” and “why” questions in English, sometimes with errors	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Late-Stage	Demonstrate increasing reliance on verbal communication in English and their home language(s) to be understood by others	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Sustain a conversation in English and their home language(s) with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of sentence construction	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	Social-Communication	C. Communicative Expression	2 (all)
		Social-Communication	C. Communicative Expression	3 (all)
	Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

## Literacy

## Phonological Awareness

## Children demonstrate awareness of spoken words, syllables, and sounds (phonemes).

9 months	Experiment and play with sound	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Respond differently to different sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Listen attentively to familiar stories, rhymes, and songs	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Use sounds for a variety of purposes	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Repeat words in rhymes and chants with prompting	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recognize combinations of words	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Use two to three-word sentences (e.g., "Go bye-bye," "Mommy's car")	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Repeat new words adults say	Cognitive	B. Imitation and Memory	2. Imitates novel words
36 months	Engage in word and sound play with adults (e.g., rhymes, nonsense words)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Distinguish between words that contain similar-sounding phonemes ("make-mat," "sit-lot")	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Fill in repeating phrases of familiar songs, stories, and finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing simple songs and lullabies (such as those with repeating initial sounds)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
48 months	Demonstrate an awareness of words as separate units	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Identify whether two words rhyme	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Engage in rhyming games and songs; can complete a familiar rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With modeling and support, blend onsets and rimes in single-syllable words (e.g., hard "c" sound with "ook" to make "cook")	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Comprehend and use new words introduced within thematic units, stories, and daily activities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 months	Match beginning sounds of some words; are able to name several words that begin with the same initial sound	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, ants, krance")	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Identify whether two words begin with the same sound (e.g., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear")	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
	With modeling and support, count, pronounce, blend, and segment onsets and rimes of single syllable spoken words (e.g., "say map; say map again without the /m/")	Literacy	B. Phonological Awareness	4 (all)

## Print Concepts

Children develop letter-sound correspondence and identify letters by sounds (phonemes) and names.

9 months	Respond to visual stimuli in their environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Point to pictures in a book	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Engage with easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24 months	Point to pictures and groupings of words (e.g., paragraphs) in books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recognize simple environmental print (e.g., McDonalds' "M" and Wal-Mart "W," although they may not say the letter)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a quacking duck or a crying baby)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
36 months	Recognize more symbols and logos in the environment	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize letters as a special form of symbol that can be individually named and produce a sound	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize a few letters in their own name	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
48 months	Recognize and produce the sound of some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	With support, begin to produce the sound for some of the letters they recognize	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognize their own name or other common words in print (e.g., STOP)	Literacy	A. Awareness of Print Concepts	3 (all)
	Recognize words that start with the same letter as their name	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
60 months	Recognize and name at least half of the letters in the alphabet, including upper and lower-case letters, letters in their own name (first name and last name) as well as letters that occur frequently in environmental print	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	With support, recognize and produce the sound for letters	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Relate letters to specific sounds that the letters represent	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Recognize beginning sound in familiar words	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words



Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.				
9 months	Explore physical features of books	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate an interest in books from among a collection of toys	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Demonstrate an increasing ability to handle books without assistance	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Hold books and look at pictures as if reading	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in Pat the Bunny)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Actively participate in shared reading experiences by pointing to and turning pages	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24 months	Open books and bring books to an adult to read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Point out pictures in books and say the names of items in the pictures	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Actively participate in shared reading experiences by making one or two-word comments and continuing to point to and turn pages	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Point to pictures and groupings of words (e.g., paragraphs) in books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
36 months	Recognize specific books by their covers and seek out specific pages in familiar books	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Know where books are kept, take them to an adult reader, and return books to their designated place when finished	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Make scribble marks on paper and “read” the meaning they assign to the marks	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Recognize some letters and numerals	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Choose to look at books, magazines, and other print materials without assistance	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
48 months	Hold a book in correct orientation and turn pages from front to back, usually one at a time	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate an understanding that print carries meaning and can be read	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Imitate the act of reading a book and demonstrate appropriate bookhandling skills	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Handle and care for books in a respectful manner	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate an awareness of various conventions of print (e.g., upper-and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
60 months	Identifies and describes the role of an author/illustrator of a book	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Identify familiar words in books and the environment	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Make connections between illustrations and text	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recognize their own name and those of their siblings or friends	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

## Comprehension and Interest

## Children show interest and an understanding of a variety of literacy experiences.

9 months	Attend to their caregiver's voice when being held and read to	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore books with various senses (sight, touch, even taste)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Request that adults read to them	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Point to and make sounds for familiar pictures, objects, and characters in books and photographs	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Make movements and sounds in response to cues in songs and finger plays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Demonstrate preferences for favorite books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
24 months	Use words, gestures, signs, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use gestures, signs and/or body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
36 months	Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Demonstrate a preference for conventional books over board books	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy books about a variety of topics	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Incorporate books or other print materials into their play	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Enjoy and ask to engage in book reading, book writing, or other literacy-related activities	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Recite some words of a familiar book when read to (especially from books with repeating text)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	With modeling and support, anticipate what comes next in familiar stories	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Ask and answer questions about pictures in a book	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48 months	Explore a variety of literary genres, such as fiction, fantasy, informational texts	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Share opinions about what they did or did not like about a book or story	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to understand the sequence of a story	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With support, retell, or reenact familiar stories with pictures or props as prompts	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Ask and answer questions about main characters or events in a familiar story	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	With modeling and support, demonstrate knowledge from informational texts	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	With prompting and support, ask and answer questions about unfamiliar words in a story or informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
60 months	Attend to and request longer and more complex books or stories	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and describing the life cycle of a butterfly)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	With guidance and support, relate events and information from stories to their own experiences	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Ask and answer questions about unfamiliar words in a story, poem, or informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Use new vocabulary acquired through reading	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Act out characters and events from a story, poem, or informational text read aloud	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Literacy Development for Multilingual Learners

Multilingual children become increasingly engaged in literacy experiences in English and in their home language(s).

Early-Stage	Attend to an adult reading a short storybook written in their home language(s) or written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	"Read" familiar books (written in their home language or in English) when encouraged by others and use their home language(s) to talk about the books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Begin to identify and relate to a story from their own life experiences in their home language(s)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Retell a story in their home language when read or told a story in their home language(s)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Mid-Stage	Participate in reading activities, using books written in English when the language is predictable	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Choose to read familiar books written in their home language(s) or in English with increasing independence and to talk about the books in either their home language(s) or English	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Retell a story using their home language(s) and some English when read or told the story in English	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Late-Stage	Participate in reading activities, using a variety of genres that are written in English or their home language(s)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Choose to read familiar books written in English with increasing independence and to talk about the books in English	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Engage in extended conversations in English about stories	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Retell in English the majority of a story read or told in English	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

## Emergent Writing

Children use a combination of drawing, dictating, and writing to show knowledge of writing conventions and demonstrate writing as a means of communication.

9 months	Focus on people and express particular interest in facial contours and expressions	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attend to visual stimuli in their environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Make marks or scribbles spontaneously on paper using a variety of media (e.g., chalk, pencil, markers, paint)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24 months	Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Use things the way they are intended to be used (e.g., scribbling on paper rather than on table surfaces)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
36 months	Explore a variety of writing tools	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Dictate names, labels, single words (e.g., mommy, house, dog)	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Watch when adults write	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate the act of writing during play	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Describe drawings and paintings simply (e.g., "that's Mama")	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)	Literacy	E. Writing	3.4 Writes using "scribble writing"
48 months	Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Dictate ideas, sentences, and stories	Literacy	E. Writing	1.1 Dictates description of drawing
	With modeling and support, write some letters	Literacy	E. Writing	3.3 Copies entire first name
	With modeling and support, write some numerals	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	With modeling and support, discuss or answer questions about their writing and drawings	Literacy	E. Writing	1.1 Dictates description of drawing
	Use letter-like symbols to create written materials during play or to express an idea	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With assistance and support, engage in writing activities (e.g., labeling a picture)	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 months	With modeling and support, use writing and/or digital tools to communicate information, tell a story, or answer a question	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Dictate longer and more complex ideas, sentences, and stories	Literacy	E. Writing	1.1 Dictates description of drawing
	Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	Literacy	E. Writing	3.2 Prints first name
	With modeling and support, write numerals one through ten	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms	Literacy	E. Writing	3.1 Writes using developmental spelling
	Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list; writing a grocery list on a play cell-phone)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in independent writing activities during routine times, (e.g., intentionally writing in their own journal, at developmental level)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Generate a plan for writing (e.g., articulate a purpose for writing)	Literacy	E. Writing	2. Writes and draws for a variety of purposes

## Cognitive Development

## Logic and Reasoning

Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

9 months	Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bang a block (or other object) on the floor repeatedly to hear the sound that it makes	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Explore small openings and look for items to put in the openings, including their fingers	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use visual comparisons to compare quantities (e.g., which pile of crackers has more)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Stack and then knock down "towers" and then stack them up again	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24 months	Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Separate objects by a single feature (e.g., color)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Develop learning schemes related to people and actions (e.g., saying "goodbye" and then leaving, or asking for music and then dancing to it)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
36 months	Make plans before attempting to solve some simple problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Engage in pretend play sequences (e.g. playing "kickball" which requires kicking a ball, running, and then stopping at a base, not necessarily in order)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48 months	Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Sort objects and then count and compare the groups formed	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
60 months	Solve complex problems by planning and carrying out a sequence of actions	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Explain their reasoning behind a strategy or choice and why it worked or didn't work	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals



## Memory and Working Memory

## Children hold information in their mind and manipulate it to perform tasks.

9 months	Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Attend to unexpected events	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Point to, or in some other way indicate, familiar people and objects when they are named	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Remember the location of objects that are meaningful to them	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
24 months	Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
36 months	Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Know where things are kept in familiar environments and can retrieve them when needed	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Successfully follow two-step directions	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
48 months	Communicate with some detail about events that happened in the past	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	With support, retell or reenact familiar stories, including such details as characters, phrases, and events	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Put several objects or groups in order by a quantitative attribute (number, length, etc.)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Solve simple problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Successfully follow three-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
60 months	Accurately recount past experiences in the correct order and include relevant details	Cognitive	B. Imitation and Memory	3. Relates past events
	Retell a familiar story or activity in the proper sequence, including such details as characters, phrases, and events	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Remember more minute details from a story or experience and can answer questions more accurately	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Solve simple word problems with totals of 10 or fewer items (e.g., concluding that they have nine grapes if they have seven and are given two more)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Successfully follow detailed, multi-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

## Attention and Inhibitory Control

Children's skills increase in filtering impulses and sustaining attention on a task.

9 months	Demonstrate caution around new or unusual people or events	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore objects by holding, mouthing, dropping, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Accepts a substitute toy in place of an object out of reach	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Attend to a short, familiar storybook but may not want to follow the book page by page	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
24 months	Have a general understanding of the passing of time and the meaning of phrases like "not now" and "after lunch"	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Comply with simple two-part requests that involve waiting (e.g., "Eat your breakfast and then we'll play with the blocks.")	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
36 months	Wait to be handed a desired object	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Follow adult directions when given simple guidance	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
48 months	With adult support, avoid imitating the negative behavior of another child	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	With adult reminders, wait to communicate information in a group	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Focus on increasingly complex topics for longer periods of time	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Return to complete a task if interrupted	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Build block buildings and include such structural features as arches and ramps	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
60 months	Without adult reminders, wait to communicate information in a group	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Maintain focus on a project for a sustained period of time and over several days	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Return with focus to an activity or project after having been away from it for a period of time	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Build complex block buildings, intentionally maintaining such features as symmetry	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

## Cognitive Flexibility

## Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

9 months	Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Develop their own regular sleep-and-wake cycle	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Begin to show an anticipation of familiar routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Use their bodies as "tools" (e.g., as a means to an end: reaching out and grasping to get a rattle, for example)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Use basic items creatively (e.g., turning a pail over to use it as a drum)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Demonstrate comfort in familiar routines and activities	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then "talking" to grandpa after waiting for an answer)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Understand the use of people as "tools" for help (e.g., recognizing that an adult can reach an object for them on a high shelf)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Change their behavior in response to their environment by using the "tools" around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
36 months	Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Transition from one activity to the next activity with adult support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair)	Cognitive	D. Reasoning	1. Uses object to obtain another object
48 months	Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Understand that not all children want the same things	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 months	Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder, or it rains)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Reconstruct a pattern using different materials or modalities	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Sort by more than one attribute (e.g., color and shape) into two or more groups	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Correctly add an object to an existing series (e.g., of increasing lengths)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## Mathematics

## Number Sense and Quantity

Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

9 months	Hold two objects, one in each hand	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Gesture (e.g., for “more” when eating)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
18 months	Use words, gestures, and/or signs for action phrases (e.g., “all gone” and “more”)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize that there are “one” or “two” of something	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
24 months	Name their first number word—typically “two” (or they hold up two fingers)	Math	A. Counting	1.2 Recites numbers 1–3
	Bring 2 treats when asked to get treats for two people	Math	A. Counting	1. Counts out 3 items
	Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
36 months	Verbally count to 10 (or in some way indicate a knowledge of words for the numbers from one to ten in sequence) with occasional errors	Math	A. Counting	2.2 Recites numbers 1–10
	Count up to 5 objects accurately	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Name and identify some written numerals	Math	C. Reading and Writing	1.2 Labels numerals 1–5
	Identify quantities associated with some numbers	Math	A. Counting	1. Counts out 3 items
48 months	Quickly name the number in a group of objects, up to four, without counting	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors	Math	A. Counting	3.2 Recites numbers 1–20
	Use strategies to accurately count sets of up to 10 objects	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Understand that the last number counted represents the number of objects in a set	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Associate a quantity with a written numeral up to five	Math	C. Reading and Writing	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Recognize and write some numerals up to 10	Math	C. Reading and Writing	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing	2. Reads and writes numerals for quantities 6–10
60 months	Quickly name the number in a group of objects, up to 10	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern	Math	A. Counting	3.2 Recites numbers 1–20
	Use strategies to count large sets of objects (more than 10)	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Know the number that comes before or after a specified number (up to 20)	Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	Recognize and order each written numeral up to 10	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Associate a quantity with a written numeral up to 10	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10

## Number Relationships and Operations

Children learn to use numbers to compare quantities and solve mathematical situations.

9 months	Hold two objects, one in each hand	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Explore their fingers and toes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	In most instances, choose a set that has more of something they prefer over a set that has less, when given the option	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
24 months	Begin to say or gesture the number “two” when asked how old they are	Social-Emotional	E. Meeting Social Expectations	4.2 States age
	Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Compare collections that are quite different in size (e.g., one that is at least twice the other)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Notice when another child has more of something and gesture or verbalize “want more”	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Put groups of objects together and begin to subtract (e.g., share)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
36 months	Use visual cues to approximate which of 2 sets of objects has more	Math	B. Quantitative Relations	3.2 Compares items in sets of 11 to 20 by visual examination
	Understand that putting 2 sets of objects together makes “more” and taking sets of objects apart will make less	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Add and subtract with sets of objects smaller than three	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
48 months	Understand that a whole is a larger quantity than its parts (e.g., when looking at 3 nests with 3 eggs in each, says a big number such as 8 or 10 to describe how many eggs there are)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Use one-to-one correspondence to compare small sets of similar objects	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
60 months	Use counting to compare 2 sets of objects and to determine which set has more, less, or the same than the other	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Understand that adding one or taking away one changes the number in a group of objects by exactly one	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

## Classification and Patterning

Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

9 months	Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage in repeated actions, including movements and vocalizations	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Follow daily routines (e.g., patterns), such as being fed and then going to sleep almost immediately	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoy and begin to anticipate repetition, such as playing a “peeka-boo” game or hearing a familiar song each time they are diapered	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
18 months	Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Repeat certain action sequences over and over, such as filling and emptying containers	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make patterns intuitively by repeating particular movements and vocalizations	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24 months	Sort and match toys and other objects by attributes, such as color or size	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Make simple patterns of movement through repeated rhythmic activity	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Copy an adult’s made-up verbal pattern (e.g., “me, me, moo”)	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Recognize and begin to participate in patterns within stories and in songs	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
36 months	Follow a verbal rule for sorting objects into sets	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Notice when two things share similar attributes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize and extend a simple repeating pattern (e.g., stomp-clap-stompclap), with modeling and support	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
48 months	Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Classify everyday objects that go together (e.g., mittens, hats, coats)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate recognition of a simple, repeating pattern	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Replicate, complete, and extend repeating patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
60 months	Sort objects by more than one attribute (e.g., color and shape) into two or more groups	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify the core unit of sequentially repeating patterns (e.g., that set of characteristics or items that repeat)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Replicate and extend simple growing (or enlarging) patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## Measurement, Comparison, and Ordering

Children learn to measure objects by their various attributes to make comparisons.

9 months	Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore volume as they wrap their fingers around an object or around an adult's finger	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore weight as they pull a toy toward themselves	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Explore speed by moving hands or legs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Notice large differences in size between two objects (e.g., pointing to the bigger ball)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin to use such words as "big" and "more" to describe sizes or amounts	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
24 months	Use words such as "big," "small," and "more" to indicate differences in quantity	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Understand and use general measurement words, such as "big" and "hot"	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize when their food bowl is empty and gesture to indicate that fact, or say "more" or "all gone"	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
36 months	Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Know the sequence of some parts of their daily routine	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby")	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
48 months	Compare two small sets of objects (five or fewer)	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Make small series of objects (e.g., putting three or four objects in order by length)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize differences in measurable attributes by direct comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use comparative language (e.g., "shortest," "heavier," "biggest")	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
60 months	Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information



## Geometry and Spatial Sense

Children learn to identify shapes and their attributes, solve mathematical situations using shapes, and explore the positions of objects in space.

9 months	Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore the way objects move by tracking objects with their eyes and head	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explore distance by reaching for something	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Explore barriers to movement when not able to walk or push past something	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Compare the attributes of objects or pictures and identify those that are similar	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24 months	Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Attempt to stack blocks as high or higher than themselves	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Match simple shapes (e.g., placing a shape on a shape board)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explore gravity (e.g., push toy cars down an incline, such as a slanted board)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing and/or signs	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
36 months	Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Recognize and name some familiar shapes in their home language(s)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand and use basic language related to locations (e.g., “above,” “below,” “under,” “over”)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts



	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
48 months	Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Name familiar two-dimensional shapes in their home language(s) (circle, triangle, square, rectangle), regardless of their size or orientation	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use basic language to describe their location (e.g., "I am under the bed.")	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
60 months	Describe and compare shapes using their attributes in their home language(s) (e.g., "a triangle has three sides, but a square has four.")	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Build more complex models of buildings, structures, or areas (e.g., their classroom or play-ground) with three-dimensional shapes, such as building blocks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Correctly name familiar shapes in their home language(s) (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly name some three-dimensional shapes in their home language(s) (e.g., cube, cone, cylinder)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand and use language or similar words in their home language(s) related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind"	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

## Science

## Scientific Practices and Application

**Children are increasingly able to engage with the inquiry process by developing questions, planning and carrying out investigations, collecting and analyzing data, generating and sharing findings and ideas, and using and applying new knowledge to solve problems.**

9 months	Express curiosity about the world around them and attend to novel objects, living things, and events in their immediate environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for and explore objects within their grasp (e.g., bang a block to make noise; shake keys)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Move toward favorite objects and adults for play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Exhibit behaviors and act on objects to get specific results (e.g., cry for attention; kick a mobile to observe its movement and sound; drop a toy to see if an adult will pick it up)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Communicate interest and willingness to explore using sounds, gestures, signs, and/or facial expressions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Express their wondering using language, gestures, signs, and facial expressions and show surprise when familiar objects, living things, or events don't appear or happen as anticipated	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Extend explorations, indoors and out, using all their senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Seek out hidden objects to explore (e.g., open cabinets to get pots and pans)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use tools for eating, drinking, and playing (e.g., toy tools)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to explore and identify relationships during their play and in the natural world (e.g., repeatedly push buttons on a phone or other device and listen for the corresponding sounds; anticipate that lightning and thunder will occur together)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Reach out to trusted adults and children to indicate curiosity and desire to explore (e.g., pull an adult's hand to go outside)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Ask simple questions about the objects, materials, living things, and events in their immediate environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Investigate a variety of objects during play (e.g., take things apart and put them together; stack and knock down blocks) and vary their actions to observe results (e.g., push a ball gently and hard)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use tools for exploration and problem-solving (e.g., spoons and buckets for digging; a stick to get an out-of-reach object) and imitate how others explore and use tools (e.g., a rock as a hammer)	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Apply knowledge about patterns in daily routines to anticipate and make predictions about future events (e.g., get a book to read before naptime, look for boots before going outside on a rainy day)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Draw the attention of others to what they are doing, observing, and wondering using emerging language, gestures, and/or signs, and imitate how adults respond to exploring natural phenomena (e.g., have confidence when exploring insects or be nervous about getting dirty or wet)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 months	Communicate a range of questions verbally and non-verbally (e.g., ask how a toy works; repeat actions to observe if results are same or different)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use all their senses to explore the objects, materials, living things, and events that occur in their immediate environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Notice and explore direct cause and effect relationships (e.g., laugh at how their block tower falls when they kick it; place a stick in the path of an ant to observe what happens)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Compare objects and notice similarities and differences (e.g., sort leaves based on one characteristic, such as color or size)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	With support, record and represent observations in multiple ways (e.g., wiggle their body; make a curvy line on paper to show how a worm moves)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Make inferences and predictions based on previous experience and relationships they have identified (e.g., cry when they see dark clouds in anticipation of thunder)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identify and address mathematical situations that arise in their constructive or exploratory play (e.g., rearrange blocks in different ways to make them balance; try to make a sinking object float)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
48 months	Ask and wonder about increasingly complex questions to find out more information or to figure out a solution to a problem (e.g., ask or wonder “Why is the sky blue?” or “How can I make a house for a bug with these sticks?”)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Use standard and non-standard tools for exploration and data collection (e.g., use a hand lens to look at an insect; use different sized containers for measuring more and less)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Participate in a range of investigations from more playful (e.g., collaboratively build a bridge for toy cars using a variety of materials to more structured (e.g., contribute predictions, observations, and ideas to a group sink and float investigation)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Compare and sort objects based on one property at a time (e.g., sort blocks by color, size, shape, or texture)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	With support, record and represent their observations in a variety of ways (e.g., use their body, art and writing materials, or photos to share their observations of a plant; dictate a description of their plant to the teacher)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Generate explanations about how or why things happen (which may or may not be scientifically correct) based on evidence from their own experience (e.g., heavy things sink because rocks sink; snails will like pizza because I like pizza)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
60 months	With support, contribute questions, observations, and ideas to a group discussion on a topic of shared interest (e.g., share questions about what worms eat and ideas for what a worm habitat should include and why) and begin to demonstrate curiosity about the world outside of their immediate environment (e.g., question why animals live in the rainforest or arctic or why severe weather events occur in other locations)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With support, use a variety of standard and nonstandard tools for data collection and recording (e.g., to measure the height of a tower, count the number of blocks or use a ruler; make rain gauges and windsocks to collect weather data)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Plan and carry out simple investigations independently or in a small group to answer a cause-and-effect question, test a prediction, or solve a problem (e.g., blow on different objects to find out if or how each one moves; with encouragement, place plants in different conditions and observe, measure, and record their growth)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identify increasingly complex relationships in the designed and natural worlds (e.g., explain why a spoon and fork are made differently based on how they are used; describe how a familiar animal’s body parts help it move about and find food)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Use demonstration, drawings, photos, and models, to record, represent, and communicate their experiences and ideas with others in group discussions	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Increasingly be able to make inferences and construct explanations (which may or may not be scientifically correct) based on a wider range of experiences (e.g., make a drawing that shows where they think rain comes from; talk about what they think a worm’s home looks like and why they think so)	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Physical Science

Children gain increasing knowledge of basic concepts related to the properties of objects and materials, forces and motion, and energy (light and sound).

9 months	Explore the properties of objects and materials placed in their hands (e.g., handle a small toy and bring it to their mouth)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Notice, observe, and explore movement of objects (e.g., drop food from highchair; kick mobiles; open and close things)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Respond to sounds in their immediate environment (e.g., startle to loud noises; quietly attend to familiar voices; turn toward new sounds; make and repeat some sounds; shake arms to music)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Notice and attend to lights and objects that move and/or have light/dark contrasts (e.g., young infants may stare at ceiling fans; older infants may express fear of the dark)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Explore the properties of liquids and solids (e.g., squeeze, pat, and push on playdough; dump containers of water and sand)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Act on objects in different ways to make them move (e.g., experiment with push and pull toys; stack, knock down, and restack two or three blocks)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Choose items for play and routines based on their physical properties (e.g., choose a soft blanket or toy for resttime)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Attend to music and move their whole bodies or sway to musical sounds	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24 months	Express interest in how properties of objects and materials change and can be changed (e.g., notice ice melting, puddles forming and disappearing, bread changing to toast)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describe properties of objects and materials using one or two words (e.g., wet, cold, soft, big)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explore motion and how objects with different properties move (e.g., fill a wagon and try to pull it; roll balls; pull toy trains)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Experiment with making different sounds using their voices (e.g., louder and softer sounds; higher and lower sounds)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Attend to environmental sounds and identify the sources of familiar sounds (e.g., a dog barking, rain falling)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Notice and begin to explore their own shadows (e.g., move their bodies in different ways to see what their shadow does; may express fear of their shadows)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

RI Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
36 months	Demonstrate beginning understanding that different objects have properties that make them useful for different purposes (e.g., choose markers vs. pencils for different scribbling and drawing activities; choose hard vs. soft blocks for different building activities)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Imitate using familiar objects and tools for specific functions (e.g., use toy telephones for talking, playfood for cooking play, blocks for building and hammering)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Demonstrate beginning understanding of ways in which the motion of objects can be changed (e.g., push a rolling toy with different degrees of force; pedal a tricycle harder to make it go faster)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Play with objects in different ways to explore the characteristics of the sounds that can be made with them (e.g., bang on containers and drums; shake sound canisters harder or softer; yell or whisper into cardboard tubes)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Explore shadows and reflections with increasing intentionality (e.g., move a flashlight in different ways to make a shadow dance or to change its size and shape; move a small mirror around to observe how their reflection changes)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
48 months	Make and describe observations of properties using words to describe color, size, shape, color, weight, texture.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Sort a variety of objects into groups according to their physical properties or functions (e.g., sort by color, shape, size, use, or whether a material is natural or human-designed)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Choose objects for play based on one salient property (e.g., choose the tallest block to represent a tower; choose the fastest ball based on color)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explore motion of objects with increasing planning and intentionality (e.g., put objects on different inclines to observe how they roll, slide, or stay put; test different objects in water to find out if they sink or float)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Demonstrate increasing understanding of how shadows change, and when and where they appear (e.g., represent differences between themselves and their shadows; observe how their shadows change size, shape, and position at different times of day)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
60 months	With support, gain awareness of the characteristics of sound (e.g., demonstrate differences between loud and soft sounds and high and low sounds using musical instruments or their voices)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Make, describe, and compare increasingly detailed observations of objects' properties (e.g., color, size, shape, texture, odor, material, features, use, sound, natural, or human-designed)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Consider multiple object properties when making predictions and doing investigations (e.g., explain that a wiffle ball will sink because it has holes that will let in the water; predict that the smallest, lightest ball will win the race)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Demonstrate increased understanding of structure and function in the natural and designed world (e.g., describe why spoons and forks are made differently based on their uses; design their block buildings differently depending on how people use the building)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrate understanding that properties of objects and materials may change when they are heated, cooled, or mixed (e.g., explain how a new color is made by mixing two other colors; predict that water will freeze at a colder temperature)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrate understanding that applied and natural forces cause things to move or change speed or direction (e.g., place walls along their ramps so toy cars won't roll off; explain that the wind causes leaves to shake)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

## Earth and Space Science

Children gain increasing knowledge of the features of earth and space, the components of weather, and how all living things depend on natural resources to survive.

9 months	Use all of their senses to explore natural items placed in their hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Explore Earth's natural materials when outdoors using multiple senses (e.g., feel the textures of sand, grass, and dirt; sniff plants; notice feel of wind; pick up rocks and fallen branches)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Attend to and explore weather-related phenomena (e.g., demonstrate feeling hot or cold, dig in sand, splash in puddles, put snow in their mouths)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
24 months	Explore properties of Earth's materials through play (e.g., pile rocks, shells, cones, and sticks; look for puddles to splash in)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Notice and point out objects in the sky (e.g., clouds, airplanes, birds, sun, and moon)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begin to associate different types of animals with the parts of the environment where they can be found (e.g., birds are in trees; ants are on the sidewalk)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Name and describe properties of natural items (e.g., heavy, sticky, small, pretty)	Cognitive	E. Scientific Discovery	2.3 Makes observations
36 months	Observe characteristics of natural objects and materials noticing similarities and differences (e.g., express preferences for different sizes, shapes, and colors of leaves)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to understand that weather includes different components (e.g., identify presence of sun, wind, rain, and clouds on a given day)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate an understanding that different weather requires different clothing (e.g., seeing newly fallen snow outside and getting boots and mittens)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate beginning understanding that different animals make their homes in different parts of the environment (e.g., worms live underground; birds and squirrels live in trees)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
48 months	Begin to intentionally incorporate natural objects and materials into play (e.g., build a home for a real or imaginary creature using natural materials; pretend a pile of rocks is a campfire or stove)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begin to understand that different components of weather can be measured (e.g., rainfall, temperature) and that weather can be predicted (e.g., dark clouds mean rain)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate increasing awareness of objects in the sky and how they appear (e.g., including sun and clouds in representations)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify places where natural resources (e.g., water) can be found in their local environment and different ways people and other animals use it (e.g., drinking, bathing, swimming)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
60 months	Use increasingly complex vocabulary to describe natural elements	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Demonstrate a beginning understanding that designed objects are made from natural materials (e.g., wooden tables and toys are made from trees)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Describe changes that occur in the natural environment over increasingly long periods of time (e.g., seasonal changes in temperature, rain, or snowfall across the year)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate a beginning understanding that the sky and objects in it appear to change over time (e.g., the moon appears to change shape on subsequent nights; the sun seems to move in the sky during the day)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate a beginning understanding that all plants and animals depend on the environment to survive (e.g., describe the needs of different animals for food, water, and a specific place to live)	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Life Science

Children begin to learn about the characteristics, needs, and life cycles of living things and how they get their needs met within a particular environment.

9 months	Notice and investigate their own body parts (e.g., play with their fingers or toes)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Express their own needs and seek to get them met by crying, lifting their arms, and/or other attention-seeking behaviors	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
18 months	Explore the characteristics of living things (e.g., petting a cat or dog and feeling its soft fur)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to identify animals based on salient characteristics (e.g., call all animals with fur and four legs a “doggy”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin to understand that they have different body parts that can be named (e.g., point to eyes, nose, and mouth when asked to do so)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
24 months	Observe and respond to animals outdoors (e.g., when outside, follow a butterfly or insect to see where it goes)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begin to distinguish different types of animals based on more specific characteristics and behaviors (e.g., pigs are pink, cows are big and say moo, dogs bark)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin to demonstrate an awareness of the needs of living things (e.g., imitating caretaking behaviors with a doll or stuffed animal)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begin to distinguish between things that are alive and not alive (e.g., interact differently with a real dog and a toy dog)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
36 months	Make increasingly detailed observations of the characteristics and behaviors of living things (e.g., representations of people begin to include eyes, mouths, and stick arms and legs)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to understand that baby animals often resemble their parents (e.g., match photos of adult animals with their babies)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to recognize diversity and variation in living things (e.g., notice that children in the classroom have different colors of skin, hair, and eyes)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to associate specific animals with the environments in which they get their needs met (e.g., match pictures of familiar animals with their homes)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to express an awareness that living things grow and develop (e.g., express an interest and pride in how they are physically growing and developing new skills)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
48 months	Group animals based on their characteristics and/or where they can be found (e.g., sort animals into categories such as animals with fur or animals that live in the water)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify ways in which specific living things grow and develop over time and what they need to live (e.g., describe a plant’s growth and that it needs water and sun)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrate an increasing understanding of diversity and variation (e.g., describe or represent similarities and differences among animals’ characteristics, needs, and homes with increasing detail)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrate an increasing understanding of the difference between living and nonliving things (e.g., describe that living things eat, breathe, move, and play or that they need beds and families)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
60 months	Describe the characteristics that define living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Compare, contrast, and/or categorize different types of plants and animals	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Begin to distinguish between wants and needs of living things	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Generate ideas about needs that living things and/or all animals share and how their specific needs may be different (e.g., all animals need food, but they eat different foods)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Ask and answer questions about changes in the appearance, behavior, and habitats of living things	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Wonder and think about how animals adapt to different weather conditions and where they go when not found in the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Make inferences about why specific plants or animals live where they do and how they get their needs met in that place	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings



## Social Studies

## Civics &amp; Government

**Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.**

9 months	Demonstrate preference for familiar versus unfamiliar adults	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Look to caregivers for assistance, guidance, and safety	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show anticipation of daily events	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Express emotion relating to a conflict (e.g., cry, express frustration)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
24 months	Demonstrate an understanding of simple rules and prompts, such as stop but do not consistently follow rules	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Observe and imitate simple routines and actions of family members and other familiar peers and adults (e.g., shadow parent when wiping table)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Express emotion relating to a conflict (e.g., use some language to express emotion, such as "No." or "Mine.")	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Begin to recognize a sense of belonging to a group, such as a class or family (e.g., point to family members in pictures)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
36 months	Follow simple rules with adult assistance (e.g., with adult prompts, take turns, and use their walking feet in the classroom)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Participate in routines with adult support (e.g., clean up toys with adult prompts)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Communicate about a conflict and seek help from adults to solve or try to solve themselves even if their approaches are not always effective or the most appropriate (e.g., ask adult to intervene; use language such as "I want that!"; taking or giving toys)	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Communicate a sense of belonging to a group such as a class or family (e.g., participate in decision-making; talk about family)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48 months	Describe and demonstrate awareness of group rules and understand that there may be different rules for different contexts (e.g., say "we wash hands after recess" to describe classroom sanitary rules; walking inside, running outside).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Take part in the responsibilities of being in a family or group and helping others (e.g., assist peer with cleaning up a learning center)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to participate in problem-solving and decision-making (e.g., tell another child to wait for their turn on the slide)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
60 months	Demonstrate understanding of the need for rules in the home, classroom, and/or community and what happens when rules are not followed (e.g., understand that outdoor toys must be cleaned up to come inside)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Seek out opportunities for leadership (e.g., volunteer to feed the class fish or set the table for snack)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Suggest ways to resolve social conflicts independently and in cooperation with others (e.g., tell peer to "use their words" instead of hitting)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Begin to explore basic principles of democracy (e.g., participating in class voting, respecting opinions of others, creating rules)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to recognize symbols that represent groups or communities (e.g., school mascot or symbol; flag and eagle)	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

## Economics

Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.

9 months	No information available			
18 months	Experience basic supply and demand, such as an abundance of or limited access to a resource (e.g., squealing in excitement when a lot of balls are poured out, crying when they are unable to reach a toy)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
24 months	Engage with materials that represent different occupations from what they see in their environment (e.g., push a firetruck and make the noise of a siren, help get the mail from the mailbox)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begin to engage in principles of economic exchange through trade (e.g., offer another toy to get another child to drop a toy they want)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
36 months	Identify occupations familiar people have (e.g., put on a hardhat to build in the block center)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Demonstrate greater understanding of supply and demand (e.g., rush to get limited playground materials once outside)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
48 months	Express understanding of occupations (e.g., pointing out the workers in the sanitation truck or pretending, "Let's cook some food for our restaurant")	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Show a beginning understanding of the purpose of money to get a desired object (e.g., draw a picture of themselves wearing red shoes and communicate that "on payday I get new shoes")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 months	Communicate the roles and purposes of several occupations, especially those the child is familiar with (e.g., communicate that "firemen are our helpers—they put out fires, and they helped my grandma when she fell down")	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate awareness of the relationship between jobs, money, and its exchange (e.g., play store in dramatic play where play money is exchanged for a good)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Explore ways people have to meet their needs (e.g. helping in the community garden, pretending to grocery shop)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## History

Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.

9 months	Show anticipation for routine activities	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Imitate simple actions observed in the recent past (e.g., walk a stuffed animal dog; feed a baby doll)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
24 months	Follow routines with simple sequences of events practiced in the past with adult assistance (e.g., put backpack in cubby when they arrive; wash hands after breakfast)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to understand the passage of time and the meaning of phrases like “after lunch”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
36 months	Demonstrate an awareness of a daily routine (e.g., say “We go outside after we have snack”; get blanket when ready for naptime)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Begin to connect past and present experiences (e.g., discuss how they can do a skill because they are a big kid now).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Recognize familiar people even though there may be slight differences in their appearance (e.g., new haircut, taller)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
48 months	Communicate routine events or activities that happened earlier in time using basic vocabulary but not always accurately, (e.g., today, tomorrow, or yesterday)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recall information about the immediate past (e.g., tell parents during pick-up what they did at school today; explain how they saw a squirrel on their walk)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Distinguish older family from younger ones and recent past events from events that happened long ago (e.g., communicate that “Grandpa is coming soon, I haven’t seen him for a long time—since I was a baby”)	Cognitive	B. Imitation and Memory	3. Relates past events
	Explore changes that take place over time in the immediate environment (e.g., match pictures of baby animals with adult animals; observe growth of plants in gardens)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
60 months	Understand and accurately communicate daily routines and sequences of events and experiences in the context of time, using appropriate vocabulary (e.g., retells: “Yesterday I went home after lunch but today I’m going home after rest.”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Show improving ability to differentiate and discuss past, present, and future events (e.g., recount a family story, share where they will go on vacation)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Develop an interest in family history and historical events (e.g., discuss when family members were children)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Observe and recognize that everything (people, events, the world) changes over time (e.g., recount the life cycle of a plant or butterfly)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Children gain awareness of themselves and others as members of diverse families, communities, and cultures.				
9 months	Begin to explore characteristics of themselves (e.g., observe themselves in a mirror, look at their own hands and feet)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate a preference for familiar versus unfamiliar adults (e.g., smile, kick legs, or reach when seeing a familiar person)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18 months	Show awareness of the unique attributes of people (e.g., reach out to touch another's hair or face)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use simple words to show recognition of family members (e.g., mama for mom)	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Demonstrate curiosity about similarities and differences between people (e.g., looking longer at a person of a different race, noticing a change in someone's appearance)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
24 months	Refer to themselves by name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Explore characteristics of others	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Identify immediate family members (e.g., recognize known people in pictures; respond to familiar family members and other adults)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
36 months	Identify own traits and characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express curiosity about similarities and differences among people, families, and communities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify immediate family members and some extended family (e.g., create a representation of their family and identify their mommy and brother)	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Engage in pretend play and act out different settings or events that happen at home (e.g., be a doll's daddy and use spoon to feed the doll)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	With adult support, begin to share about community events or family activities they participated in (e.g., when asked, say "my family went to the beach" or explain how they went apple-picking last weekend)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
48 months	Recognize similarities and differences between themselves and others (e.g., say "Your hair is short, my hair is long")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrate an understanding of self as part of a family (e.g., communicate that they are a sister or daughter)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Engage in pretend play using objects as representations of something else (e.g., use a block as a phone or small rocks as dog food)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Identify cultural characteristics and/or traditions of self, family, and community (e.g., retell that "when there is no school, Tia makes pancakes for breakfast" or "we went to the parade")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
60 months	Use comparative language to describe similarities and differences among people and use themselves as a reference (e.g., say "That boy is bigger than me")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Engage in pretend play with other children that is planned and organized around a specific theme or task, often with assigned roles (e.g., play house and determine who is going to be the mommy and the baby; plan a veterinary clinic and the stuffed animals that they will care for)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identify and express curiosity about similarities and differences among the physical and cultural characteristics of people, families, and communities (e.g., after looking at her classmate's self-portrait, say, "Why is everybody's hair different?" Or "My family speaks Spanish at home.")	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Geography				
Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.				
9 months	Notice their surroundings and develop basic spatial awareness (e.g., respond to sound stimuli by looking in that direction; look underneath a cup)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
18 months	Crawl or scoot to explore objects of interest	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Explore different landscapes in their immediate environment (e.g., crawl up a small hill)	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
24 months	Use spatial cues to find or describe the location of objects (e.g., “behind the bookshelf,” “on top of the table”)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Recognize familiar locations (e.g., shows anticipation when approaching home, or school)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explore physical characteristics of land through play (e.g., picking up pinecones, climbing rocks, riding a balance bike down a hill)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
36 months	Follow directions to find and retrieve an object in specific locations	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Point out familiar locations within the neighborhood (e.g., point to school when driving past the building)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognize basic physical characteristics (e.g., landmarks, land features)	Cognitive	E. Scientific Discovery	2.3 Makes observations
48 months	Use spatial terms to communicate with increasing specificity about the location of objects and familiar locations (e.g., far/close, over/under)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Identify landmarks or places through their logos and signs (e.g., familiar stores, churches, restaurants)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, “This is our house.”)	Literacy	E. Writing	2.1 Makes representational drawings
	Show recognition and/or interest in some geographic tools and resources such as maps, globes, or GPS.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
60 months	Create simple maps of familiar locations and talk about the things that are in certain areas (e.g., a bed or a closet in the bedroom)	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Name own street, town and/or neighborhood	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Create representations of different landforms and landmarks during play (e.g., using sand to make a mountain; creating a tunnel with blocks that represent the tunnel on the way to school)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use geographic tools to identify landmarks in a specific location (e.g., use a globe to look for a pretend location during play)	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

## Creative Arts

## Experimentation and Participation in the Creative Arts

Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.

9 months	Make eye contact with singers and imitate by babbling during or after an adult sings or chants	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Use objects as tools to make sounds, for example, banging blocks together with adult help	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Respond to music and being sung to by listening and moving bodies (e.g., their heads, arms, and legs) with some intent and control	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Engage in social play with adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attend to bright and/or contrasting colors in pictures, photographs, and/or mirror images	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
18 months	Use facial expressions, sound (e.g., vocalization, clapping), and movement to encourage singers, music, or finger plays to continue or in response to cues	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize and associate a certain song or sound with a particular meaning (e.g., hear a naptime song and think that it's safe, secure, and time to nap)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Stand with feet wide apart and sway to the sound of music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretend to drink from a cup and then say "Ah!" when finished)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use a variety of materials in exploring and creating visual art (e.g., create marks with crayons, paint, or chalk)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Scribble spontaneously on paper or in sensory materials (e.g., sand; shaving cream)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
24 months	Talk or sing to themselves for comfort or enjoyment (e.g., repeat the same song over and over)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	"Play" musical instruments (e.g., attempt tap on a drum, press keys of a piano, ring a bell)	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Dance to music in a group with support from adults	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Explore roles through imaginative play, such as saying "boo" to an adult and acting scared when the adult says "boo" to them	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Seek out imaginative play opportunities with trusted adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Use a variety of art materials with increasing purpose (e.g., squeeze soft clay and dough into abstract shapes)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Scribbles become more controlled with repeated motions (e.g., series of horizontal lines; sometimes naming their scribbles)	Literacy	E. Writing	3.4 Writes using "scribble writing"

RI Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items	
36 months	Imitate simple songs and finger-play movements (e.g., imitate Itsy-Bitsy Spider finger movements but may not know all of song lyrics)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	March with musical instruments with support from adults	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Dance alone or with others	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Use imaginative play as a vehicle to express their own life experiences and familiar stories	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Watch and copy other children’s play activities	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Create representations of real objects in artwork and tell about their artistic creation	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Demonstrate preferences for favorite colors	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begins to draw people with circle type head with arms and legs	Literacy	E. Writing	2.1 Makes representational drawings
48 months	Recite familiar songs and fingerplays (e.g., Twinkle, Twinkle Little Star, ABC song)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Explore musical instruments and use them to produce rhythms and tones	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Begin to move their bodies with increasing control and expression	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Act out the plots and characters found in familiar stories	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate in pretend play with other children	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identify and sometimes name the content in their work of art (e.g., “I made a dog, and his name is Spot”)	Literacy	E. Writing	1.1 Dictates description of drawing
	Notice and communicate about the content of art, music, and drama (e.g., “I like dogs” to describe a picture of a dog)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Choose their own art for display in the classroom or for inclusion in a portfolio or book (e.g., bring drawing to their mailbox)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begins adding more detail to drawings of people adding arm with fingers and more elaborate faces	Literacy	E. Writing	2.1 Makes representational drawings
60 months	Plan and create new songs and dances or add their own words to songs with support from adults	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Move their bodies with increasing skill to express emotions and rhythms	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Write and act out stories based upon familiar topics or characters	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Intentionally plan and create content in a work of art and show persistence in completing it (e.g., a picture, a playdough sculpture, etc.)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engage with displays of visual art, music, and drama, and may express preferences for types of artwork or art activities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Communicate about the composition of and elements appearing in art, music, and drama in increasing detail (e.g., “I like that drawing because they used lots of stars.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail (e.g., “I used the color red and red is my favorite color.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Draws people with even more detail such as hair, eyelashes, trunks for bodies, and hands with fingers	Literacy	E. Writing	2.1 Makes representational drawings