



ALIGNMENT

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

WITH West Virginia Early Learning Standards Framework

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

This document aligns the *West Virginia Early Learning Standards Framework: Infants/Toddlers* [2018] and *Pre-K Standards (Ages 3-5)* [2019] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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West Virginia Board of Education. (2018). *West Virginia Early Learning Standards Framework: Infant/Toddler Standards*. Retrieved from: http://www.wvearlychildhood.org/resources/wv_early_learning_standards_framework_infant_toddler.pdf

West Virginia Board of Education. (2019). *West Virginia Early Learning Standards Framework: Pre-K Standards (Ages 3-5)*. Retrieved from: <https://wvde.us/wp-content/uploads/2019/05/PKStandardsBookletUPDATE-Final-May-2019.pdf>

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Infant-Toddler

Approaches to Learning

Curiosity

Shows interest in exploring with senses.

Young infant (0-8 months)	The young infant watches the toy in front of or overhead of him.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The young infant turns head in direction of familiar voice.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The young infant chews on fist, visually examines feet, and explores toes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The young infant vocalizes trying many new sounds such as cooing, squealing, whimpering, and babbling.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles

Becomes more and more curious.

Mobile infant (6-18 months)	The mobile infant may point at objects, giving a curious look, using hand gestures, or jabbering as if to ask, "What is this?" or "Where did it go?" May add one or two words to question asked.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant plays with toys that give a response to action taken.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Explores spatial relationships.

Mobile infant (6-18 months)	The mobile infant attempts to fit himself into tight spaces or boxes, squeezing into unlikely spots.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	The mobile infant attempts to fit objects into spaces such as shape sorter, baskets, and paper sacks.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Exploration increases.

Older infant (16-36 months)	The older infant uses increasing skills to explore environment, moving out away from caregiver, taking risks, and showing excitement in accomplishments.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	The older infant shows excitement in trying new materials and skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	The older infant looks forward to approaching activities, realizing a predictable order of events.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Begins to make choices.

Older infant (16-36 months)	The older infant may begin to show preference for some activities or foods.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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Continues to be curious.

Older infant (16-36 months)	The older infant with increased language skills will ask many “what” and “why” questions.	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
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Imitates actions of others.

Older infant (16-36 months)	The older infant engages in parallel play*, and may mimic actions of other child.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	The older infant will imitate actions of caregivers and other adults.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

Persistence
Repeats actions that bring satisfaction.

Young infant (0-8 months)	The young infant continues to kick toy on activity gym to repeat its noise or movement.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	The young infant may entertain self for increasing periods of time by banging objects together.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Anticipates routines.

Young infant (0-8 months)	The young infant will begin to quiet self when placed in crib or will show excitement when feeding preparations begin.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Focuses for longer periods of time and sticks to tasks.

Mobile infant (6-18 months)	The mobile infant delights in filling container, dumping contents, and re-filling.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The mobile infant repeatedly tries to fit the square block in the round hole.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	The mobile infant enjoys hearing the same story read over and over or repeatedly asks for a favorite song.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	The mobile infant locates a favorite toy or book by looking for it in its typically stored place.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

Begins and completes tasks.

Older infant (16-36 months)	The older infant selects a toy or puzzle and works with it until it is completed.	Social-Communication	D. Independent and Group Participation	3. Initiates and completes independent activities
	The older infant may insist on choosing clothes to wear and attempt to get dressed on her own.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self

Uses increased motor or language skills to achieve desired result.

Older infant (16-36 months)	The older infant may take adult by the hand to assist getting a toy or climb on a chair to reach a book.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
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Creativity and Imagination
Begins to explore familiar objects.

Young infant (0-8 months)	The young infant attempts to adjust pacifier or tilt bottle to increase the flow of milk.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
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Uses newly acquired motor skills.

Young infant (0-8 months)	The young infant rolls from back to tummy in search of pacifier or toy.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Begins exploration.

Mobile infant (6-18 months)	The mobile infant uses one object to imitate another such as a small, rectangular block for a cell phone.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	The mobile infant dances and sways to the sounds of music while clapping hands.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Recognizes that objects exist even when not in sight.

Mobile infant (6-18 months)	The mobile infant searches for a toy that is not easily found.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
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Engages in pretend play.

Older infant (16-36 months)	The older infant plays with greater intentionality in the dramatic play area, creating characters and story lines.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
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Uses familiar objects in new and different ways.

Older infant (16-36 months)	The older infant uses a box as a dog house, a puzzle as a tray, or unit blocks as a balance beam.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
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Social/Emotional Development

Adult Interaction

Makes wishes and preferences known.

Young infant (0-8 months)	The young infant cries, coos, babbles, or moves arms, legs, or body to show a need to be fed or changed.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The young infant maintains eye contact if she wants to continue playing or turns away if she is finished playing.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The young infant calms self when held by familiar adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant responds to sight of familiar adult or sound of familiar voice.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

Becomes increasingly attached to primary caregiver*.

Mobile infant (6-18 months)	The mobile infant looks to an adult for cues during activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant shows anxiety when separated from parent or primary caregiver*.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant goes to primary caregiver* when unfamiliar faces appear in environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant enjoys recognition for accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	The mobile infant participates in back and forth exchanges with adult.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Participates in more complex interactions.

Older infant (16-36 months)	The older infant asks caregiver for help in getting a toy or a snack.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	The older infant checks in with the caregiver during playtime for support or to share creations made.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	The older infant enjoys helping to prepare snacks or cleaning up messes.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	The older infant imitates adult roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Peer Interaction

Notifies others.

Young infant (0-8 months)	The young infant may notice another baby close by and move arms and legs with excitement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant may cry when she hears another baby cry.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant may reach out to touch a nearby child.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Engages in back and forth interactions.

Mobile infant (6-18 months)	The mobile infant may stack blocks close by another child stacking cups.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	The mobile infant will offer a toy to a friend.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	The mobile infant may identify a favorite playmate.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	The mobile infant will roll a ball or small truck back and forth with another child.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

Engages in cooperative play.

Older infant (16-36 months)	The older infant will work with one or two friends playing store in the dramatic play area.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	The older infant may show sadness when a friend leaves for the day.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The older infant may offer suggestions to a friend on how to build a ramp for cars to go down.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	The older infant will offer a friend a hug or pat on the head to say that "it's ok" when the friend is sad or hurt.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Self-Awareness and Self-Concept

Begins to separate self from others.

Young infant (0-8 months)	The young infant recognizes movement of his own arms and legs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant gazes intently at fingers and hands as they move.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant smiles at a mirror image of self without realizing who it is he is looking at.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant may react when hearing name spoken.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	The young infant may react when the caregiver or adult disappears from sight.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The young infant shows interest in other people's faces or drawings of faces.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The young infant uses facial expressions, babblings, and body movements to capture the attention of the caregiver or adult to let them know of needs or emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The young infant tries different ways to calm herself.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Recognizes self as a separate person.

Mobile infant (6-18 months)	The mobile infant smiles or babbles when looking at reflection of self in a mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The mobile infant responds to his name being said.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	The mobile infant recognizes a few other people outside of his immediate family.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	The mobile infant moves closer to the caregiver when unfamiliar people approach.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant starts to identify parts of the body.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	The mobile infant begins to express surprise, anger, frustration, happiness, and other emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant says "Me good boy."	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances

Claims identity.

Older infant (16-36 months)	The older infant recognizes self and family members in photographs.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	The older infant declares ownership to all property: "It's mine!"	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	The older infant's favorite word may be "No!"	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	The older infant insists on doing things for herself such as putting on socks, spreading jam on bread, or brushing hair.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	The older infant follows simple rules to play games and participates in group activities.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	The older infant smiles after completing a new puzzle and says, "I did it!"	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Emotions

Expresses comfort and discomfort.

Young infant (0-8 months)	The young infant cries when in need of food or a diaper change.	Social-Emotional	A. Early Social Communication	4.1 Makes requests of others
	The young infant ceases crying when the caregiver appears.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	The young infant squeals with delight when the caregiver makes a funny face.	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The young infant turns her head away when overstimulated.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Begins to regulate moods and emotions.

Young infant (0-8 months)	The young infant creates her own pattern of sleeping and eating, with caregiver's help.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	The young infant giggles and coos at the sight of a smiling caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	The young infant looks for a favorite blanket or pacifier to calm self.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The young infant kicks legs or plays with fingers as a way to soothe self.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The young infant smiles, babbles, or maintains eye contact in order to begin, continue, or end social contact.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Expresses comfort and discomfort.

Mobile infant (6-18 months)	The mobile infant becomes anxious around unfamiliar people and clings to the parent or primary caregiver*.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant laughs out loud.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	The mobile infant cries or makes a sad face when toy is taken away.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	The mobile infant shows affection by hugging and kissing.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The mobile infant displays sadness and anxiety when separated from a caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant may exhibit negative behaviors brought on by frustration caused by the inability to communicate or complete task.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Continues to master regulation of moods and emotions.

Mobile infant (6-18 months)	The mobile infant may move away from distracting noise in order to calm self.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The mobile infant looks for and finds favorite stuffed animal to hold and comfort self.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	The mobile infant responds to the word "No".	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	The mobile infant uses gestures and some words to communicate wants and needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant looks forward to routine activities.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults

Expresses comfort and discomfort.

Older infant (16-36 months)	The older infant displays pleasure in completing tasks by clapping for self or looking at the caregiver with a smile.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	The older infant exhibits many emotions such as joy, fear, anger, sympathy, or modesty during play and routines.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	The older infant gives a hug to a friend who is sad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	The older infant shows jealousy by throwing toys when attention is given to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	The older infant talks about how he feels using increased vocabulary.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	The older infant demonstrates feelings as she plays in the block center acting out emotions with play people.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	The older infant may be fearful one minute and joyful the next, without reasonable explanation.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	The older infant becomes increasingly assertive knowing and communicating wants and desires.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Continues to master regulation of moods and emotions.

Older infant (16-36 months)	The older infant follows simple directions such as, "Bring me the red ball."	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	The older infant tests limits and begins to respond to verbal redirection.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	The older infant understands what behavior is expected and follows through with increased regularity.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	The older infant says "no" with meaning.	Social-Emotional	A. Early Social Communication	4.4 Expresses negation or protests
	The older infant continues to gain competency with self help skills such as putting on clothing or brushing teeth without assistance and shows pride in accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	The older infant shows control by anticipating and following routines such as clean up time and getting ready to go outside.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	The older infant may become frustrated easily while attempting to navigate rules.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Creative Expression

Visual Arts

Notices bright and/or contrasting colors.

Young infant (0-8 months)	The young infant looks intently at patterns or pictures.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Notices facial expressions.

Young infant (0-8 months)	The young infant copies or reacts to the face that he or she sees.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
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Looks at pictures, photographs, and mirror images.

Young infant (0-8 months)	The young infant looks at self in a mirror.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The young infant looks at pictures of own family and reacts.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
		Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	The young infant looks at pictures in books and reacts.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Notices differences in textures.

Young infant (0-8 months)	The young infant explores small pieces of	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
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Shows a preference for favorite colors.

Mobile infant (6-18 months)	The mobile infant chooses a crayon of a particular color.	Fine Motor	A. Early Social Communication	4.2 Makes choices to express preferences
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Uses various materials in exploring and creating visual art.

Mobile infant (6-18 months)	The mobile infant delights in exploring new art materials and remains focused for longer periods of time.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Likes various materials in exploring and creating visual art.

Older infant (16-36 months)	The older infant uses drawing materials with greater control.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	The older infant creates forms that begin to take shape and are identified by the child.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	The older infant uses play dough to create three-dimensional work.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	The older infant explores torn paper or textured fabric to create a collage.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The older infant begins to use scissors, with assistance, and then with increasing control.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Observes and describes visual art.

Older infant (16-36 months)	The older infant discusses artwork with the caregiver.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	The older infant points out and talks about a poster displayed on the wall.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	The older infant names and gives actions to art she has made.	Literacy	E. Writing	1.2 Verbally labels representational drawings
		Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings

Music and Movement
Responds to sounds, tones, and voices.

Young infant (0-8 months)	The young infant calms self at the sound of a familiar voice such as caregiver or parent.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	The young infant may startle at loud, sudden noises.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Responds to music.

Young infant (0-8 months)	The young infant turns her head toward vocal singing or a pleasant sounding musical toy or mobile.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Enjoys creating rhythm and other sounds.

Mobile infant (6-18 months)	The mobile infant attempts and becomes successful at clapping hands together.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	The mobile infant bangs objects together to create sounds.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Responds to music.

Mobile infant (6-18 months)	The mobile infant moves to the sound of music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The mobile infant recognizes sound as an auditory cue to begin activity.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Shows excitement when exposed to music.

Older infant (16-36 months)	The older infant moves to the music of varying rhythms, tempos, and types.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Recalls lyrics and melodies.

Older infant (16-36 months)	The older infant begins to sing songs that are recognizable.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
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Demonstrates increased hand and body coordination.

Older infant (16-36 months)	The older infant sings and performs movements to familiar songs.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
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Dramatic Play
Uses facial expressions and gestures to express feelings and needs.

Young infant (0-8 months)	The young infant moves her face away when the caregiver tries to wipe face.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
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Imitates facial expressions and gestures of others.

Young infant (0-8 months)	The young infant sticks out tongue in imitation of the caregiver.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
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Understands the meaning of objects during play.

Mobile infant (6-18 months)	The mobile infant puts a telephone to his ear as if having a conversation.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
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Plays games with adults to explore concepts.

Mobile infant (6-18 months)	The mobile infant pulls blanket over head and pretends to sleep, then giggles to let you know she is pretending.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
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Relates to dolls and stuffed animals in realistic ways.

Mobile infant (6-18 months)	The mobile infant gives a doll a bottle.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
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Engages in play that represents real life experiences.

Older infant (16-36 months)	The older infant sets the table with dishes and silverware.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
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Brings other children into play.

Older infant (16-36 months)	The older infant invites other children into household to play different roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
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Plans dramatic activities.

Older infant (16-36 months)	The older infant gathers props and gives others directions for how to participate.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
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Relies increasingly on the use of communication as an important component of play activities.

Older infant (16-36 months)	The older infant engages in discussions as to how the dramatic scene will play out.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
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Motor Development

Fine Motor

Coordinates sucking, swallowing, and breathing.

Young infant (0-8 months)	The young infant sucks on a bottle or breast without choking or gagging.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
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Gums and swallows.

Young infant (0-8 months)	The young infant eats mashed baby foods without choking and gagging.	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
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Reflexive movements of arms, hands, and eyes.

Young infant (0-8 months)	The young infant squirms, and stretches, moving body parts without control.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms

Progresses from hands being tightly fistled to being open.

Young infant (0-8 months)	The young infant's hands become more open and the baby will explore hands by putting them in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The young infant looks closely at fingers and hands and experiments with movement.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms

Reaches for and swipes at dangling objects.

Young infant (0-8 months)	The young infant sees mobile above diaper changing area and makes attempt to grasp the toy.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
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Eyes follow to midline*.

Young infant (0-8 months)	The young infant can visually track a toy that is placed right in front of the child and remains near the middle of his body.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Eyes follow past midline* up to 180 degrees.

Young infant (0-8 months)	The young infant progresses from visually tracking a colorful toy across the middle of the body, to demonstrating peripheral* vision.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	The young infant begins to watch caregiver as she moves around the room.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object

Begins to gain control over hands, eyes, arms, and legs.

Young infant (0-8 months)	The young infant reaches for rattle.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	The young infant begins to grasp objects with both hands.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	The young infant reaches for and grasps a teether in one hand and a rattle in the other hand. Banging two rattles together becomes a favored activity of the young infant.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	The young infant explores feet and toes by bringing them to the mouth and sucking on them.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Uses a full hand grasp.

Young infant (0-8 months)	The young infant attempts to pick up small object with a whole hand movement, rather than using fingers.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
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Emerging pincer grasp*.

Young infant (0-8 months)	The young infant attempts to pick up a toy with fingers alone.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
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Shakes and plays with toys in grasp.

Young infant (0-8 months)	The young infant not only grasps and gums toys but shakes and looks at object.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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Uses a defined pincer grasp*.

Mobile infant (6-18 months)	The mobile infant picks up small objects with skill.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Self feeding skills emerge.

Mobile infant (6-18 months)	The mobile infant picks up small bits of food and feeds himself.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	The mobile infant begins to hold the handle of the spoon and attempts to use it correctly.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	The mobile infant holds a bottle without assistance.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	The mobile infant holds and drinks from a sippy cup.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid

Turns pages of a book.

Mobile infant (6-18 months)	The mobile infant turns pages of a stiff, cardboard book without help. This may be accomplished by missing or skipping a page but is still done with success.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
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Manipulates and turns objects with control.

Mobile infant (6-18 months)	The mobile infant is interested in squeezing and poking materials such as play dough and finger paint.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
	The mobile infant begins to release objects from his grasp with less or no assistance.	Fine Motor	B. Functional Skill Use	3.2 Releases object into nondefined space

Increased control of hands.

Mobile infant (6-18 months)	The mobile infant begins to wave bye-bye when caregiver is leaving.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	The mobile infant claps hands, imitating caregiver.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action

Stacks blocks.

Mobile infant (6-18 months)	The mobile infant, with increasing skill, stacks blocks two to four blocks high.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
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Uses full hand grasp.

Mobile infant (6-18 months)	The mobile infant wraps all fingers around a crayon or writing utensil when marking.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
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Scribbles.

Mobile infant (6-18 months)	The mobile infant uses a fluid motion to make marks with crayons.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
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Visually follows dropped object.

Mobile infant (6-18 months)	The mobile infant delights in watching clothespins dropped into a bucket.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Uses index finger to point.

Mobile infant (6-18 months)	The mobile infant will point to familiar objects in books as they are read. May also point to body parts upon request.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
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Self care skills increase.

Older infant (16-36 months)	The older infants repeatedly removes shoes and socks.	Adaptive	C. Dressing and Undressing	1.5 Takes off shoes
		Adaptive	C. Dressing and Undressing	1.6 Takes off socks
	The older infant attempts to put on clothes, brush teeth, and hair.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	The older infant washes hands with less assistance from adult.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	The older infant unbuttons large, easy buttons.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	The older infant uses both a spoon and a fork with greater ease.	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
	The older infant shows development of fine motor skills by peeling half a banana.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	The older infant exercises increased bowel and bladder control, staying dry for two hours at a time.	Adaptive	B. Personal Care Routines	1.2 Has bowel and bladder control

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Uses fingers, wrists, and hands with greater agility.

Older infant (16-36 months)	The older infant holds crayon, marker, or pencil with thumb and finger in an “adult like” grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	The older infant begins to hold scissors, snipping and cutting paper.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	The older infant stacks blocks up to six or eight high.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	The older infant attempts to make circular marks with writing utensil and copy horizontal lines.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	The older infant enjoys threading large beads on a string or lacing shoes.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Exhibits turning motion with wrists.

Older infant (16-36 months)	The older infant turns doorknobs and takes lids off of jars.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
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Uses hands separately.

Older infant (16-36 months)	The older infant holds a container with one hand and places shapes in the container with the other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
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Shows favoritism of hand use.

Older infant (16-36 months)	The older infant more consistently uses one hand or the other when holding objects.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
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Gross Motor

Progresses to holding up head.

Young infant (0-8 months)	The very young infant is unable to support head or neck.	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
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Controls head.

Young infant (0-8 months)	The young infant lifts his head while on stomach, and looks from side to side.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
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Demonstrates startle reflex.

Young infant (0-8 months)	The young infant stretches out the arms and legs in response to loud noises.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms

Swats at and kicks.

Young infant (0-8 months)	The young infant repeatedly kicks at a musical toy that produces noise when struck.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
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Rolls over.

Young infant (0-8 months)	The young infant attempts to rock from side to side in an effort to roll over. The baby rolls from stomach to back and later from back to stomach.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side

Sits with support.

Young infant (0-8 months)	The young infant sits with supportive materials such as pillows or boppies*.	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
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Attempts to crawl.

Young infant (0-8 months)	The young infant gets up on hands and knees, rocking back and forth. With practice, the baby begins to slowly creep backward and/or forward.	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
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Sits without support.

Mobile infant (6-18 months)	The mobile infant progresses from moving into sitting position to sitting by self without supports.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
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Crawls.

Mobile infant (6-18 months)	The mobile infant moves about in one of many modes of crawling, going longer distances at quicker paces.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
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Pulls to stand.

Mobile infant (6-18 months)	The mobile infant uses chairs, shelves, or larger toys to assist him in standing.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
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Cruises holding on to furniture.

Mobile infant (6-18 months)	The mobile infant stands by pulling self up, using the couch, and then moving from one end to the other holding onto the couch.	Gross Motor	B. Movement and Coordination	3.4 Cruises
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Walks independently.

Mobile infant (6-18 months)	The mobile infant moves from cruising to walking with a trusted adult until the skill is mastered and she can walk alone.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
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Moves from sitting to standing.

Mobile infant (6-18 months)	The mobile infant develops control to move from a sitting position to a standing position with ease.	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
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Begins to run.

Mobile infant (6-18 months)	The mobile infant begins walking quickly and progresses to running.	Gross Motor	B. Movement and Coordination	5.1 Runs
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Carries objects while walking.

Mobile infant (6-18 months)	The mobile infant balances self to walk and hold toys at the same time.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
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Kicks a ball.

Mobile infant (6-18 months)	The mobile infant kicks ball back and forth with the caregiver.	Gross Motor	C. Active Play	1.4 Kicks ball
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Climbs steps.

Mobile infant (6-18 months)	The mobile infant climbs up and down steps or climbs on and off a sofa.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure

Straddles a riding toy.

Mobile infant (6-18 months)	The mobile infant attempts to climb onto a riding toy.	Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
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Walks forward and backward.

Older infant (16-36 months)	The older infant walks with balance and control both forward and backward without falling down.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
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Jumps.

Older infant (16-36 months)	The older infant is able to jump with both feet.	Gross Motor	C. Active Play	6. Jumps forward
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WV Standards**AEPS-3 Area****AEPS-3 Strand****AEPS-3 Items****Climbs.**

Older infant (16-36 months)	The older infant climbs higher levels and with better control than before.	Gross Motor	C. Active Play	2.2 Climbs play equipment
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Stands on one foot.

Older infant (16-36 months)	The older infant maintains balance while standing on one foot while playing games.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
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Attempts to ride a tricycle.

Older infant (16-36 months)	The older infant moves from riding toys to an interest in pedal bikes.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
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Language and Literacy

Listening and Understanding

Shows interest in listening to sounds and verbal communication of others.

Young infant (0-8 months)	The young infant turns head in direction of voices and sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The young infant quiets down to a familiar voice and sound.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	The young infant responds to tone of voice, such as becoming excited or soothed when engaged in conversation.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	The young infant startles to sound.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Responds to nonverbal communication of others.

Young infant (0-8 months)	The young infant smiles when greeted with a smiling face.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	The young infant lifts arms when caregiver gestures or says "Up" while picking up the child.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

Begins to understand gestures, words, questions, or routines.

Young infant (0-8 months)	The young infant watches the caregiver's face and hands when they are talking or gesturing.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
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Shows interest in listening to sounds and verbal communication of others.

Mobile infant (6-18 months)	The mobile infant quiets down or gets excited when she hears a familiar voice.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	The mobile infant looks at caregiver who calls her name or speaks to her.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	The mobile infant cries in response to sudden loud noises, angry faces, or voices.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	The mobile infant listens to conversations.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Begins to understand gestures, words, questions, or routines.

Mobile infant (6-18 months)	The mobile infant responds with gestures or words when asked if he wants to eat or play.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	The mobile infant carries out one-step directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	The mobile infant understands the names of familiar objects in his home language.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Shows interest in listening to sounds and verbal communication of others.

Older infant (16-36 months)	The older infant imitates sound of barking dog or meowing cat.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	The older infant begins to participate more by listening to books for a short period of time.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	The older infant laughs when told a silly story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	The older infant shares conversations with caregiver.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Responds to nonverbal communication of others.

Older infant (16-36 months)	The older infant comforts others who are crying or looking sad with a touch or hug.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	The older infant responds to caregiver's facial expressions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

Begins to understand gestures, words, questions, or routines.

Older infant (16-36 months)	The older infant demonstrates understanding of “no” by stopping what he is doing some of the time.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	The older infant points to body parts.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	The older infant understands simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	The older infant points to pictures and enjoys looking at books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	The older infant touches and identifies familiar items when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	The older infant follows simple two-step directions and instructions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	The older infant understands the use of familiar objects.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Communicating and Speaking

Uses sounds, gestures, and actions to express wants and needs.

Young infant (0-8 months)	The young infant uses different types of cries for expressing hunger, discomfort, fear, and other emotions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	The young infant makes sounds of pleasure and discomfort.	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

Imitates or recognizes sounds, gestures, or words.

Young infant (0-8 months)	The young infant makes cooing sounds and other sounds of home language.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	The young infant imitates vowel sounds, such as “ah” or “oh” or “oo”.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations

Takes turns speaking and listening in simple conversations.

Young infant (0-8 months)	The young infant smiles or vocalizes to initiate social contact with familiar caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	The young infant takes turns by making sounds in response to caregiver talking with child.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	The young infant vocalizes to self.	Social-Communication	A. Early Social Communication	2. Produces speech sounds

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Uses sounds, gestures, and actions to express wants and needs.

Mobile infant (6-18 months)	The mobile infant uses familiar gestures such as waving goodbye.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant uses some words or signs for “bottle”, “up”, or “more”.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	The mobile infant knows the name or sign for familiar objects, animals, or people.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	The mobile infant points to out-of-reach objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant uses words such as “mama” or “dada”.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	The mobile infant selects a book and takes it to a caregiver to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	The mobile infant shows body parts, clothing items, or toys on request.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

Imitates or recognizes sounds, gestures, or words.

Mobile infant (6-18 months)	The mobile infant produces own sounds or babbles either by self or in response to others.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	The mobile infant responds with gestures or vocal signals to familiar words.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The mobile infant imitates sounds or familiar words of home language.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	The mobile infant reacts to facial expressions of adults.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone

Takes turns speaking and listening in simple conversations.

Mobile infant (6-18 months)	The mobile infant responds to questions or simple requests with either a non-verbal or verbal answer.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items
Uses sounds, gestures, and actions to express wants and needs.

Older infant (16-36 months)	The older infant uses the same words consistently to express wants, needs, and thoughts.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	The older infant uses home language with a vocabulary of 50 or more words or signs and uses two or three word sentences.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	The older infant shows body parts, clothing items, or toys on request.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	The older infant labels objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	The older infant follows simple two step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	The older infant shows frustration when not understood.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	The older infant makes up stories while turning pages of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Imitates or recognizes sounds, gestures, or words.

Older infant (16-36 months)	The older infant names pictures in a book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	The older infant uses facial expressions to show excitement or distress.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The older infant creates sounds that start to resemble real words.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs

Takes turns speaking and listening in simple conversations.

Older infant (16-36 months)	The older infant repeats simple rhymes or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	The older infant begins using personal pronouns such as I, me, and you.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	The older infant answers questions and tells about what happened over the weekend.	Social-Communication	C. Communicative Expression	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	The older infant talks to other children while playing together.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	The older infant initiates conversations, asks questions, and answers questions with two or three word responses.	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions

Emergent Literacy

Shows interest in pictures, books, and environmental print.

Young infant (0-8 months)	The young infant looks with interest at pictures of other children or faces.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
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Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays.

Young infant (0-8 months)	The young infant demonstrates physical response such as kicking feet or quieting movement in reaction to rhythm of music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
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Demonstrates beginning book handling skills.

Young infant (0-8 months)	The young infant listens and shows interest in repetition of familiar words, songs, or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	The young infant looks at books, pats pictures, or brings book to mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Shows interest in pictures, books, and environmental print.

Mobile infant (6-18 months)	The mobile infant points at or names objects, animals, or people in photos, pictures, and drawings.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	The mobile infant looks at pictures in a book and vocalizes sounds or words.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.

Mobile infant (6-18 months)	The mobile infant makes motions for familiar games such as "Pat-a-Cake" or other rhymes and fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	The mobile infant will repeat sounds or words, mimicking tones made by the caregiver.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Experiments with drawing and writing.

Mobile infant (6-18 months)	The mobile infant pays particular attention to writing and drawing tools held by a caregiver.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The mobile infant will pick up and manipulate writing and drawing tools.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Demonstrates beginning book handling skills.

Mobile infant (6-18 months)	The mobile infant handles books by turning pages from left to right, grasping pages, and holding a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
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Shows interest in pictures, books, and environmental print.

Older infant (16-36 months)	The older infant returns to same picture in a favorite book over and over again.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	The older infant begins to attach real life experiences and stories with those in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	The older infant recognizes common logos, brand names, and signs.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	The older infant understands that pictures tell a story.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	The older infant actively seeks book reading as part of the daily routine with the caregiver.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.

Older infant (16-36 months)	The older infant recognizes familiar letters in the environment.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	The older infant attempts to sing familiar songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	The older infant mimics caregivers' storytelling tone and gestures.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	The older infant retells favorite story without book.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	The older infant may act out some of the actions of a story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	The older infant attempts to sing the alphabet song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	The older infant identifies with a character's feelings by talking, frowning, or smiling.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

Experiments with drawing and writing.

Older infant (16-36 months)	The older infant scribbles on paper to represent ideas and can tell a story based on scribbles.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
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Demonstrates beginning book handling skills.

Older infant (16-36 months)	The older infant recognizes familiar story sequence.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	The older infant recognizes left to right, top to bottom concept in books.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

Cognitive Development

Learning Schemes

Begins to discover characteristics of items and categorize them (simple schemes).

Young infant (0-8 months)	The young infant bangs, mouths, and touches objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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Develops understanding of actions of people (social schemes).

Young infant (0-8 months)	The young infant becomes excited and turns her head when she hears a familiar voice or sounds.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
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Puts together and modifies learned theories (combining schemes).

Mobile infant (6-18 months)	The mobile infant no longer mouths new objects but begins to shake or bang as appropriate to properly manipulate the toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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Increases understanding of correlation between people and actions (social schemes).

Mobile infant (6-18 months)	The mobile infant begins dancing at the sound of music or waves goodbye when someone is leaving.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
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Demonstrates greater awareness of use of objects (social schemes).

Older infant (16-36 months)	The older infant successfully uses a toothbrush to brush her teeth.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
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Cause and Effect

Begins to explore.

Young infant (0-8 months)	The young infant examines objects and self by feeling, banging, mouthing, or shaking.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The young infant bites arm and squeals at the discomfort.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Begins to repeat actions.

Young infant (0-8 months)	The young infant continues swatting at a rattle on baby gym to make noise.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
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Continues exploration and repeating actions.

Mobile infant (6-18 months)	The mobile infant uses different objects to bang together to create different sounds.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	The mobile infant enlists the help of the caregiver to make music box produce noise.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

Begins to have understanding of cause and effect.

Older infant (16-36 months)	The older infant searches for and finds button that makes door pop open.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
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Use of Tools

Uses body as a tool.

Young infant (0-8 months)	The young infant cries when diaper needs changing.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	The young infant mouths objects to begin the learning process.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	The young infant rolls over in response to the sound of a familiar voice.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

Uses adults as a tool.				
Young infant (0-8 months)	The young infant giggles in response to the caregiver's funny face.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	The young infant cries when she drops rattle.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Uses objects as a tool.				
Young infant (0-8 months)	The young infant chews on objects to soothe irritated gums.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Uses body as a tool.				
Mobile infant (6-18 months)	The mobile infant crawls to reach a desired toy.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	The mobile infant uses mouth to carry a toy to a desired location.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Uses adults as a tool.				
Mobile infant (6-18 months)	The mobile infant takes the caregiver's hand to direct them to a particular toy.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	The mobile infant gives the caregiver a toy that does not perform as the child wishes.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Uses objects as a tool.				
Mobile infant (6-18 months)	The mobile infant uses the xylophone mallet to reach under a chair to retrieve a toy.	Cognitive	D. Reasoning	1. Uses object to obtain another object
Uses body as a tool.				
Older infant (16-36 months)	The older infant claps hands or jumps up and down to respond to music.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	The older infant carries an armful of dolls and puts one more under her chin.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	The older infant uses more vocabulary words to get a response from the caregiver.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Uses adults as a tool.

Older infant (16-36 months)	The older infant frequently engages the caregiver to aid in completing tasks.	Social-Emotional	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
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Uses objects as a tool.

Older infant (16-36 months)	The older infant stacks up books to stand on in order to reach a toy.	Cognitive	D. Reasoning	1. Uses object to obtain another object
	The older infant, with increasing skills, works out many approaches to solving problems with the objects around them.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Object Permanence**Identifies and tracks objects.**

Young infant (0-8 months)	The young infant calms self at the sound of the caregiver's voice.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	The young infant follows a rattle with eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Holds objects in memory.

Mobile infant (6-18 months)	The mobile infant becomes upset when a caregiver leaves.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	The mobile infant shows excitement when a hidden object is found.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

Holds object in memory and persists in search.

Older infant (16-36 months)	The older infant goes straight to the book shelf to find a favorite book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	The older infant continues to look for a hidden car during play.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

Understanding Space

Discovers distance.

Young infant (0-8 months)	The young infant reaches for a rattle, closing the grasp of the hand, but missing the intended object.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	The young infant delights in seeing a butterfly mobile hanging from the ceiling.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Discovers movement.

Young infant (0-8 months)	The young infant kicks off her blanket.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	The young infant rolls from back to front.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach

Discovers distance.

Mobile infant (6-18 months)	The mobile infant crawls over the ball and then sits up and looks back at it.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements

Discovers movement.

Mobile infant (6-18 months)	The mobile infant rocks back and forth on hands and knees, followed by crawling motion.	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	The mobile infant begins to take first steps.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support

Discovers perspective.

Mobile infant (6-18 months)	The mobile infant releases grasp on a spoon and it falls to the floor instead of the table.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
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Discovers distance.

Older infant (16-36 months)	The older infant makes several attempts kicking the ball to his playmate.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
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WV Standards
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Items

Discovers movement.				
Older infant (16-36 months)	The older infant watches as pouring water spins a wheel.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	The older infant bends knees and reaches up at the command of jump.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
Discovers perspective.				
Older infant (16-36 months)	The older infant attempts to squish a large ball into a small basket.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Imitation				
Imitates self.				
Young infant (0-8 months)	The young infant repeats sounds made earlier that elicited a response from adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Imitates others.				
Young infant (0-8 months)	The young infant makes faces in response to the caregiver.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Imitates others.				
Mobile infant (6-18 months)	The mobile infant repeats body movements.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Imitates sequences of behavior.				
Older infant (16-36 months)	The older infant pretends to drink coffee from cup after stirring in creamer.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	The older infant pretends to answer and talk on the telephone.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	The older infant pretends to pick up and sweep floor.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Pre-K

Approaches to Learning

Executive Functioning and Cognitive Self-Regulation

Sustain attention, impulse control, flexibility in thinking

AL.PK.1 Illustrate increasing abilities in impulse control.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
AL.PK.2 Demonstrate actions, words, and behaviors with increasing independence.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Initiative and Curiosity

Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning

AL.PK.3 Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
AL.PK.4 Originate and combine ideas to learn and discuss a range of topics.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
AL.PK.5 Inquire and investigate.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Persistence and Attentiveness

Engagement in activities with persistence and attention

AL.PK.6 Persist in completing tasks, activities, projects, and experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
AL.PK.7 Increase concentration over a reasonable amount of time despite distractions and interruptions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
AL.PK.8 Engage in project or activity over an extended period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
AL.PK.9 Continuously create, develop, and implement plans.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
AL.PK.10 Seek solutions to questions, tasks, or problems through trial and error	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Cooperation

Interest and engagement in group experiences

AL.PK.11 Initiate and engage in learning experiences and play with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
AL.PK.12 Relate and share knowledge with peers.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
AL.PK.13 Assemble and guide classroom activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Social and Emotional Development

Self-Concept

Development of Self-Concept

SE.PK.1 Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
SE.PK.2 Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
SE.PK.3 Increase independence in a variety of activities, routines, and tasks.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Development of Self-Expression and Self-Awareness

SE.PK.4 Demonstrate progress in expressing needs, wants, and feelings.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
SE.PK.5 Express a broad range of emotions and recognize these emotions in self and others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
SE.PK.6 Respond appropriately to different social situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Social Relationships

Development and Demonstration of Pro-Social Behaviors

SE.PK.7 Develop positive relationships with children and adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
SE.PK.8 Show empathy and caring for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
SE.PK.9 Follow basic rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
SE.PK.10 Use materials purposefully, safely, and responsibly.	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
SE.PK.11 Develop and sustain friendships with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
SE.PK.12 Manage transitions and begin to adapt to changes in routines.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Cooperation

SE.PK.13 Use communication skills to initiate or join classroom activities.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
SE.PK.14 Engage in cooperative play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
SE.PK.15 Take turns with materials and during experiences.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
SE.PK.16 Use and accept negotiation, compromise, and discussion to resolve conflicts.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
SE.PK.17 Accept guidance and direction from a variety of familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
SE.PK.18 Participate in a variety of classroom activities and tasks.	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

Knowledge of Family and Community			
Progression of Understanding of their Role in the Family and Community			
SE.PK.19 Understand and describe the interactive roles and relationships among family members.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
SE.PK.20 Identify and describe roles of community members.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
SE.PK.21 Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
SE.PK.22 Identify themselves as a member of groups within a community.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
SE.PK.23 Identify and describe locations and places in their community.	Cognitive	E. Scientific Discovery	2.3 Makes observations

English Language Arts

Literacy Early Learning Foundations

Fluency

ELA.PK.1 Retell familiar stories from text with some accuracy and details.

Literacy

D. Vocabulary and Story Comprehension

2. Retells simple story

Phonics and Word Recognition

ELA.PK.2 Know the sounds associated with several letters.

Literacy

C. Alphabet Knowledge

2.4 Produces correct sounds for six letters of alphabet

Recognize their own name and words associated with environmental print.

Literacy

A. Awareness of Print Concepts

3 (all)

Handwriting

ELA.PK.3 Use a pincer grip to hold and manipulate tools for writing, drawing, and painting.

Fine Motor

C. Mechanics of Writing

1. Holds writing tool using three-finger grasp to write or draw

Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Attempt to independently write some familiar words.

Literacy

E. Writing

3. Writes words using conventional spelling

Write first name.

Literacy

E. Writing

3.2 Prints first name

Phonological Awareness

ELA.PK.4 Identify sounds or spoken words in the environment.

Literacy

B. Phonological Awareness

4 (all)

Recognize and produce rhyming words.

Literacy

B. Phonological Awareness

1. Produces rhyming words given oral prompt

Literacy

B. Phonological Awareness

1.1 Identifies rhyming words

Separate words into syllables.

Literacy

B. Phonological Awareness

3. Segments syllables of two- and three-syllable words

Replicate the beginning sound in a word.

Literacy

B. Phonological Awareness

4.5 Produces words that begin with specified sound

Print Concepts

ELA.PK.5 Show interest in shared reading and looking at books independently.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Demonstrate an understanding that writing conveys meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.	Literacy	E. Writing	3.4 Writes using “scribble writing”
Recognize that letters are grouped to form words and words are a unit of print.	Literacy	E. Writing	3. Writes words using conventional spelling
Recognize and name some upper and lower case letters of the alphabet.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name

Reading**Key Ideas and Details**

ELA.PK.1 With prompting and support, ask and answer questions about details in a literary text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
ELA.PK.2 With prompting and support, retell stories in literary texts.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
ELA.PK.3 With prompting and support, identify characters, events, and setting in a literary text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
ELA.PK.4 With prompting and support, ask and answer questions about details in an informational text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
ELA.PK.5 With prompting and support, identify the main topic and retell details of an informational text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
ELA.PK.6 (Begins in kindergarten.)			

Craft Structure

ELA.PK.7 With prompting and support, answer questions about unknown words in a literary text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
ELA.PK.8 (Begins in kindergarten.)			
ELA.PK.9 With prompting and support, define the roles of author and illustrator in a literary text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
ELA.PK.10 With prompting and support, ask questions about unknown words in an informational text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
ELA.PK.11 With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
ELA.PK.12 With prompting and support, define the roles of author and illustrator of an informational text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Integration of Knowledge and Ideas

ELA.PK.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
ELA.PK.14 With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
ELA.PK.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
ELA.PK.16 (Begins in kindergarten.)			
ELA.PK.17 (Begins in kindergarten.)			

Range of Reading and Text Complexity

ELA.PK.18 (Begins in kindergarten.)
ELA.PK.19 (Begins in kindergarten.)

Writing

Text Types and Purposes

ELA.PK.20 With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.

Social-Communication

D. Social Use of Language

2.2 Describes objects, people, and events as part of social exchange

Literacy

E. Writing

2. Writes and draws for a variety of purposes

ELA.PK.21 With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.

Literacy

D. Vocabulary and Story Comprehension

3.1 Demonstrates understanding of key vocabulary in picture books

Literacy

E. Writing

2. Writes and draws for a variety of purposes

ELA.PK.22 With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.

Literacy

D. Vocabulary and Story Comprehension

2. Retells simple story

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Production and Distribution of Writing

ELA.PK.23 (Begins in grade 3.)

ELA.PK.24 (Begins in kindergarten.)

ELA.PK.25 With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).

Social-Emotional

D. Independent and Group Participation

1.1 Interacts appropriately with materials during small-group activities

Research to Build and Present Knowledge

ELA.PK.26 With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).

Social-Emotional

D. Independent and Group Participation

1.2 Responds appropriately to directions during small-group activities

Literacy

E. Writing

2. Writes and draws for a variety of purposes

ELA.PK.27 With prompting and support, recall information from experiences to answer a question.

Cognitive

B. Imitation and Memory

3.2 Relates recent events with contextual cues

ELA.PK.28 (Begins in grade 4.)

Range of Writing

ELA.PK.29 (Begins in grade 3.)

Speaking and Listening

Comprehension and Collaboration

ELA.PK.30 With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
ELA.PK.31 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
ELA.PK.32 With prompting and support, ask and answer questions in order to seek help and get information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Presentation of Knowledge and Ideas

ELA.PK.33 Describe familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
ELA.PK.34 With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
ELA.PK.35 Use non-verbal communication or spoken language to express ideas, needs, and feelings.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Conventions of Standard English

ELA.PK.36 Communicate clearly enough to be understood by adults across a range of situations. • Pronunciation errors and grammatical errors are isolated and infrequent. • Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. • Show an understanding of a variety of sentences.	Social-Communication	C. Communicative Expression	2 (all)
	Social-Communication	C. Communicative Expression	3 (all)
	Social-Communication	C. Communicative Expression	3 (all)
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

ELA.PK.37 (Begins in Kindergarten.)

Knowledge of Language

ELA.PK.38 (Begins in grade 2.)

Vocabulary Acquisition and Use

ELA.PK.39 (Begins in Kindergarten.)

ELA.PK.40 With prompting and support, explore word categories and relationships among words.

- Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms).
- Identify real-life connections between words and their meaning.
- Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.

Cognitive

C. Conceptual Knowledge

3 (all)

Social-
Communication

D. Social Use of Language

2.2 Describes objects, people, and events as part of social exchange

Social-Emotional

D. Independent and Group
Participation

2.2 Responds appropriately to directions during large-group activities

ELA.PK.41 With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.

Social-
Communication

D. Social Use of Language

2. Provides and seeks information while conversing using words, phrases, or sentences

Mathematics

Counting and Cardinality

Number names

M.PK.1 Count in sequence to 10 and beyond.	Math	A. Counting	3.2 Recites numbers 1–20
M.PK.2 (Begins in kindergarten.)			
M.PK.3 Begin to identify and write some numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

Counting to tell the number of objects

M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality. • Use one-to-one correspondence to count objects and match groups to objects. • Match quantity with number symbols; given a number up to 10, counts out that many objects • Recognize quantity without counting up to five objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	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
M.PK.5 Count to answer, “how many?” questions up to 10 items.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

Comparing and ordering numbers

M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
M.PK.7 Identify first and last related to order or position.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Operations and Algebraic Thinking

Composing and decomposing numbers

M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	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
M.PK.9 (Begins in kindergarten.)			
M.PK.10 Identify parts in relationship to a whole.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
M.PK.11 Duplicate, create, and extend simple patterns using concrete objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
M.PK.12 (Begins in kindergarten.)			

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value

M.PK.13 (Begins in kindergarten.)

Measurement and Data

Describe and compare measurable attributes

M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
M.PK.15 Represent and interpret data. • Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). • Recognize and interpret information/symbols presented in tables and graphs.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Classify objects and count the number of objects in each category

M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Math	A. Counting	2.1 Counts 10 items to determine "How many?"

Geometry

Identify and describe shapes

M.PK.17 Describe objects in the environment. • Use the names of basic shapes. • Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
M.PK.18 Correctly name basic shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
M.PK.19 Sort two-and three-dimensional shapes and objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Analyze, compare, create and compose shapes

M.PK.20 Analyze and compare two and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
M.PK.21 Create and build shapes from components (e.g., sticks and clay balls).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
M.PK.22 With prompting and support, compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?")	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Science

Science as Inquiry

Foundational Knowledge of Scientific Inquiry

SC.PK.1 Ask questions that can be answered through active investigation.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
SC.PK.2 Explore and discuss similarities and differences among objects and materials.	Cognitive	E. Scientific Discovery	2.3 Makes observations
SC.PK.3 Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
SC.PK.4 Make predictions and brainstorm solutions.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

Utilization of Inquiry

SC.PK.5 Identify the five senses and use them to make observations.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
SC.PK.6 Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
SC.PK.7 Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
SC.PK.8 Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Scientific Knowledge			
Understanding the Living and Physical World			
SC.PK.9 Explore and describe the natural environment verbally or through representation.	Cognitive	E. Scientific Discovery	2.3 Makes observations
SC.PK.10 Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
SC.PK.11 Communicate awareness that people can impact the environment in positive and negative ways.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Health and Physical Development

Safety Practices

Safety Practices

PH.PK.1 Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
PH.PK.2 Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
PH.PK.3 Respond appropriately to harmful and unsafe situations.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
PH.PK.4 Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
PH.PK.5 With prompting and support, communicate an understanding of the importance of safety routines and rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Health Practices

Healthy Development

PH.PK.6 Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	Adaptive	B. Personal Care Routines	All
	Adaptive	C. Dressing and Undressing	All
PH.PK.7 Participate in structured and unstructured physical activities in order to enhance fitness.	Gross Motor	C. Active Play	All
	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
PH.PK.8 Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
PH.PK.9 Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Gross Motor

Gross Motor Development

PH.PK.10 Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).	Gross Motor	B. Movement and Coordination	All
PH.PK.11 Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).	Gross Motor	C. Active Play	All
PH.PK.12 Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).	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
	Gross Motor	B. Movement and Coordination	6 (all)
	Gross Motor	B. Movement and Coordination	7 (all)
PH.PK.13 Demonstrate awareness of own body and other people's space during interactions.	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
PH.PK.14 Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).	Gross Motor	C. Active Play	All

Fine Motor

Fine Motor Development

PH.PK.15 Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
PH.PK.16 Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
PH.PK.17 Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
PH.PK.18 Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

The Arts

Music

Music

AR.PK.1 Participate in music activities (e.g., listening, singing, and finger plays).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
AR.PK.2 Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
AR.PK.3 Experiment with traditional and non-traditional musical instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
AR.PK.4 Express what is felt and heard through musical elements (e.g., tempo and style).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Creative Movement

Creative Movement

AR.PK.5 Move to different patterns of beat and rhythm in music.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
AR.PK.6 Use creative movement to express ideas or feelings and concepts.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Visual Arts

Visual Arts

AR.PK.7 Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
AR.PK.8 Communicate ideas, experiences, and knowledge through creative artwork.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
AR.PK.9 Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
AR.PK.10 Describe one's own artwork.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
AR.PK.11 Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Dramatic Play

Dramatic Play

AR.PK.12 Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
AR.PK.13 Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
AR.PK.14 Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
AR.PK.15 Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object