



ALIGNMENT

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

WITH
Mississippi Early Learning Standards

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

This document aligns the Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children [2018] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Mississippi Department of Education. (2018). *Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children*. Retrieved from:
<https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf>

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

Created January 2024

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

Infants and Toddlers

Approaches to Learning

Emotional and Behavioral Self-Regulation

Child manages feelings, emotions and support of familiar adults.

Birth-9 months	Interacts with familiar adults for calming and comfort, to focus attention and to share joy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8-18 months	Seeks to be close to familiar adults for help with strong emotions by physical or eye contact.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Child manages actions and behavior with support of familiar adults.

Birth-9 months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
8-18 months	Looks to familiar adults for assistance and guidance with actions and behavior.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
16-36 months	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Cognitive Self-Regulation (Executive Functioning)

Child maintains focus and keeps attention with support.

Birth-9 months	Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support.	Cognitive	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
8-18 months	Shows increasing ability to attend to people.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Shows increasing ability to attend to objects and activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows increasing ability to extend or complete an activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows increasing ability to attend to or join others in a common or shared focus.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
16-36 months	Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Child develops the ability to show persistence in actions and behavior.

Birth-9 months	Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
8-18 months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-36 months	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child demonstrates the ability to be flexible in actions and behavior.

Birth-9 months	Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
8-18 months	Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
16-36 months	Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Initiative and Curiosity

Child demonstrates emerging initiative in interactions, experiences and explorations.

Birth-9 months	Initiates interactions with familiar adults through expressions, actions, sounds, or behaviors.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
8-18 months	Points to desired people, objects, or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Actively resists actions or items not wanted.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16-36 months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Child shows interest in and curiosity about objects, materials, or events.

Birth-9 months	Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking, or moving arms and legs in an emphatic way or knocking over a toy.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
8-18 months	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Actively resists actions or items not wanted.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
16-36 months	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Creativity

Child uses creativity to increase understanding and learning.

Birth-9 months	Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Makes discoveries about self, others and the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
8-18 months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Uses objects in new ways.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16-36 months	Combines objects or materials in new and unexpected ways.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Shows interest in and curiosity about the world around them such as exploring new areas of a room.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Seeks out new information and explores new play and tasks both independently and with adult support.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows delight in creating something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Child shows imagination in play and interactions with others.

Birth-9 months	Emerging.			
8-18 months	Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16-36 months	Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Social and Emotional Development

Relationships with Adults

Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.

Birth-9 months	Interacts in predictable ways with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Responds positively to familiar adults' age appropriate efforts to help with stressful moments.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
8-18 months	Seeks familiar adults for emotional support and encouragement.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reacts or may become distressed when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Engages in positive interactions in a wide variety of situations with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Seeks familiar adults for comfort when distressed or tired.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

Birth-9 months	Recognizes familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	May avoid or withdraw from unfamiliar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8-18 months	Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult

Child learns to use familiar adults as a resource to meet needs.

Birth-9 months	Communicates needs to familiar adults by using a variety of behaviors.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
8-18 months	Looks to or seeks help from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Asks a familiar adult for help or assistance when encountering difficult tasks or situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Relationships with Other Children

Child shows interest in, interacts with and develops personal relationships with other children.

Birth-9 months	Looks at attentively, touches or explores another child's face.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Show recognition for familiar children through actions or behaviors.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
8-18 months	Participates in simple back-and-forth interactions with another child.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Interacts with a few children on a regular basis.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
16-36 months	Seeks out other children for social interactions including initiating contact and responding to others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Develops friendships and engages in more elaborate play with friends.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child imitates and engages in play with other children.

Birth-9 months	Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
8-18 months	Participates in simple imitation games, such as making similar sounds or running after another child.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Plays next to other children with similar toys or materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16-36 months	Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Emotional Functioning

Child learns to express a range of emotions.

Birth-9 months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult.	Social-Communication	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
8-18 months	Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child’s cultural (family) background.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
16-36 months	Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Child recognizes and interprets emotions of others with the support of familiar adults.

Birth-9 months	Attends with interest when others express emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
8-18 months	Responds to others' emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing, or pouting.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16-36 months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Child expresses care and concern towards others.

Birth-9 months	May imitate another person's distressed emotions/facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
8-18 months	Notifies when another child is crying or upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	May seek adult's help or offer something to help another child, such as blanket or toy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	May try to comfort them with words or actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Child manages emotions with the support of familiar adults.

Birth-9 months	Is comforted by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8-18 months	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Shows developing ability to cope with stress or strong emotions by using familiar strategies.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Sense of Identity and Belonging

Child shows awareness about self and how to connect with others.

Birth-9 months	Learns about self by exploring hands, feet, body and movement.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
8-18 months	Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-36 months	Shows awareness of own thoughts, feelings, and preferences as well as those of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses different forms of communication to refer to self and others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Child recognizes, appreciates, and respects characteristics of self and others.

Birth-9 months	Responds to own name when stated by a familiar adult.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Distinguishes primary caregivers from others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
8-18 months	Develops self-awareness (recognizing self as separate individual from caregiver).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
16-36 months	Identifies obvious physical similarities, differences, and compares characteristics between self and others.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Child shows confidence in own abilities through relationships with others.

Birth-9 months	Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
8-18 months	Expresses desires and preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seeks to draw a familiar adult's attention to objects of interest or new physical skills and attends to familiar adult's responses.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
16-36 months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	May call attention to new skills and abilities or seek to do things by self.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Child develops a sense of belonging through relationships with others.

Birth-9 months	Shows awareness of familiar routines by behaviors.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
8-18 months	Anticipates familiar routines or activities.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
16-36 months	Refers to personal or family experiences and events that have happened in the recent past.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues

Language and Communication

Attending and Understanding

Child attends to, understands, and responds to communication and language from others.

Birth-9 months	Attends to verbal and non-verbal communication by turning toward or looking at a person.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Participates in back and forth interactions by exchanging facial expressions and language sounds with familiar adults.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
8-18 months	Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
16-36 months	Shows recognition of words, phrases, and simple sentences.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Participates in conversations in ways that show understanding by following comments or suggestions with actions, behavior, and/or spoken words.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child learns from communication and language experiences with others.

Birth-9 months	Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
8-18 months	Participates in joint attention with a familiar adult by looking back and forth between the adult and object.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
16-36 months	Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24-36 months up to 10 minutes).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	Social-Communication	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Communication	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

Communicating and Speaking

Child communicates needs and wants verbally and non-verbally and by using language.

Birth-9 months	Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting, and sucking.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
8-18 months	Uses a variety of ways to communicate interests, needs, and wants, such as saying or making a sign for “more” when eating.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
16-36 months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Child uses verbal and non-verbal communication and language to engage others in interaction.

Birth-9 months	Uses facial expressions, including smiling, gestures, or sounds, including cooing or babbling, to engage familiar adults in social interaction.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
16-36 months	Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Child uses increasingly complex language in conversation with others.

Birth-9 months	Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
8-18 months	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicates mainly about objects, actions, and events happening in the here and now.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
16-36 months	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Child initiates non-verbal communication and language to learn and gain information.

Birth-9 months	Participates in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	Asks simple questions using gestures, such as pointing, sign language, or words with variations in the rise and fall of the voice.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
16-36 months	Seeks information and meaning of words by asking questions in words or sign language, such as, “What’s that?” or “Who’s that?” or “Why?”	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions

Vocabulary

Child understands an increasing number of words in communication with others.

Birth-9 months	Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
8-18 months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or sign language.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
		Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
16-36 months	Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why, how, and when</i>

Child uses an increasing number of words in communications and conversations with others.

Birth-9 months	May use sign language, gestures, or expressions for familiar people or objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8-18 months	Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
16-36 months	Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children's vocabulary in one language.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Emergent Literacy

Child attends to, repeats, and uses some rhymes, phrases, or repetitive refrains from stories or songs.

Birth-9 months	Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
8-18 months	Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
16-36 months	Says, signs, or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children's vocabulary in one language.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Child handles books and relates them to their stories or information.

Birth-9 months	Explores a book by touching it, patting it, or putting it in mouth.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
8-18 months	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
16-36 months	Pretends to read books by turning pages and talking about them, using signs, gestures, or words to describe what is happening in the book.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child recognizes pictures and some symbols, signs, or words.

Birth-9 months	Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
8-18 months	Points at, uses sign language, or gestures, says name of and/or talks about animals, people, or objects in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16-36 months	Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture

Child comprehends meaning from pictures and stories.

Birth-9 months	Looks at picture books and listens to a familiar adult talk about pictures in a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
8-18 months	Points at pictures in a book, making sounds or saying words, and interacting with a familiar adult reading a book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16-36 months	Talks about books, acts out events from stories, and uses some vocabulary encountered during a book reading.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

Child makes marks and uses them to represent objects or actions.

Birth-9 months	Emerging.			
8-18 months	Makes marks on paper with a large crayon or marker to explore writing materials.	Literacy	E. Writing	3.4 Writes using “scribble writing”
16-36 months	Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.	Literacy	E. Writing	3.4 Writes using “scribble writing”

Cognition

Exploration and Discovery

Child actively explores people and objects to understand self, others, and objects.

Birth-9 months	Uses the senses and a variety of actions to explore people and objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	Acts intentionally to achieve a goal or when manipulating an object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-36 months	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Child uses understanding of causal relationship to act appropriately in social and physical environments.

Birth-9 months	Repeats an action to make things happen or to get a familiar adult to repeat an action.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
8-18 months	Engages in purposeful actions to cause things to happen.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16-36 months	Identifies the cause of an observed outcome.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Predicts outcomes of actions or events, such as turning on the faucet will make water come out.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

Memory

Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Birth-9 months	Recognizes familiar people by their faces or voices.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Recognizes that some people are unfamiliar by their faces and voices.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
8-18 months	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Notices and responds to new people, objects, or materials in the environment.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
16-36 months	Anticipates and communicates about multiple steps of familiar routines, activities, or events.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Shows surprise or asks about unexpected outcomes or unusual people, actions, or events.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

Child recognizes the stability of people and objects in the environment.

Birth-9 months	Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
8-18 months	Searches for hidden/missing familiar adults or objects in the place they were last seen or found.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
16-36 months	Uses a variety of search strategies to find hidden familiar adults or objects.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

Child uses memories as a foundation for more complex actions and thoughts.

Birth-9 months	Shows excitement for or about a toy or other object that was played with days earlier.	Cognitive	B. Imitation and Memory	3. Relates past events
	Anticipates familiar actions or routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
8-18 months	Remembers how to use objects or materials from previous experience.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Anticipates routines or events by taking action.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
16-36 months	Tells others about memories and past experiences.	Cognitive	B. Imitation and Memory	3. Relates past events
	Remembers how to do a series of actions that were observed at an earlier time.	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur

Reasoning and Problem Solving

Child learns to use a variety of strategies in solving problems.

Birth-9 months	Engages in simple repeated actions to reach a goal.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
8-18 months	Explores how to make something happen again or explores how something works by doing actions repeatedly.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
16-36 months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Child uses reasoning and planning to solve problems.

Birth-9 months	Uses own actions or movements to solve simple problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
8-18 months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
16-36 months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Emergent Mathematical Thinking

Child develops sense of number and quantity.

Birth-9 months	Attends to quantity in play with multiple objects.	Math	A. Counting	2. Counts out 10 items
8-18 months	Uses a few basic number words or signs to refer to change in the number of objects.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
16-36 months	Uses language to refer to quantity.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child uses spatial awareness to understand objects and their movement in space.

Birth-9 months	Explores or watches objects when they move.	Cognitive	E. Scientific Discovery	2.3 Makes observations
8-18 months	Explores how objects fit together, how they fit with other objects and how they move through space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
16-36 months	Predicts or anticipates how objects move through space or fit together or inside other things.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Child uses matching, and sorting of objects or people to understand similar and different characteristics.

Birth-9 months	Explores differences between familiar or unfamiliar adults or between different types of objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
8-18 months	Matches objects by similar or related characteristics.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
16-36 months	Sorts objects into two groups based on a single characteristic.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Imitation, Symbolic Representation, and Play

Child observes and imitates sounds, words, gestures, actions, and behaviors.

Birth-9 months	Engages in give-and-take imitation games and play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
8-18 months	Imitates what other people did earlier.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16-36 months	Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2. Imitates novel words

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child uses objects or symbols to represent something else.

Birth-9 months	Emerging.			
8-18 months	Uses toy objects in the same ways as the real objects they represent are used.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16-36 months	Uses objects as symbols to represent other objects during pretend play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

Child uses pretend play to increase understanding of culture, environment and experiences.

Birth-9 months	Emerging.			
8-18 months	Imitates everyday actions of others.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16-36 months	Acts out routines, stories, or social roles using toys and other materials as props.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Perceptual, Motor, and Physical Development

Perception

Child uses perceptual information to understand objects, experiences, and interactions.

Birth-9 months	Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-36 months	Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Child uses perceptual information in directing own actions, experiences, and interactions.

Birth-9 months	Adjusts balance and movement with the changing size and proportion of child's own body in response to opportunities in the environment.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
8-18 months	Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
16-36 months	Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Gross Motor

Child demonstrates effective and efficient use of large muscle for movement and position.

Birth-9 months	Explores new body positions and movements.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
8-18 months	Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces.	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
16-36 months	Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running, and jumping.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward

Child demonstrates effective and efficient use of large muscles to explore the environment.

Birth-9 months	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8-18 months	Uses body to position, balance, and especially to move, explore and examine materials, activities, and spaces.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-36 months	Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Gross Motor	C. Active Play	All

Child uses sensory information and body awareness to understand how one's own body relates to the environment.

Birth-9 months	Responds to sounds and sights in the environment by positioning head or body to understand the information in the event.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8-18 months	Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
16-36 months	Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one's body to move through.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Fine Motor

Child coordinates hand and eye movements to perform actions.

Birth-9 months	Coordinates hands and eyes when reaching for and holding steady or moving objects.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
8-18 months	Uses hand-eye coordination for more difficult actions.	Fine Motor	B. Functional Skill Use	All
16-36 months	Uses hand-eye coordination when participating in routines, play, and activities.	Fine Motor	B. Functional Skill Use	All

Child uses hands for exploration, play and daily routines.

Birth-9 months	Uses single actions to explore shape, size, texture, and weight of objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
8-18 months	Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object's name.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-36 months	Plans ways to use hands for various activities, such as stacking, building, connecting, and self-care skills or routines.	Fine Motor	B. Functional Skill Use	All

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Child adjusts reach and grasp to use tools.

Birth-9 months	Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
8-18 months	Extends reach by using simple tools.	Cognitive	D. Reasoning	1. Uses object to obtain another object
16-36 months	Adjusts grasp to use different tools for different purposes.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Health, Safety, and Nutrition

Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

Birth-9 months	Emerging.			
8-18 months	Expects and cooperates in daily self-care routines.	Adaptive	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16-36 months	Participates in healthy self-care routines with more independence.	Adaptive	All	All

Child uses safe behaviors with support from familiar adults.

Birth-9 months	Emerging.			
8-18 months	Emerging.			
16-36 months	Accepts familiar adult guidance, support, and protection when in unsafe situations.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Learns some differences between safe and unsafe play behaviors, such as classroom rules.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious (healthy) food choices.

Birth-9 months	Emerging.			
8-18 months	Shows interest in new foods that are offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
16-36 months	Shows willingness to try new, healthy foods when offered on many occasions.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

Three-Year-Olds

Reading

Literature

Key Ideas and Details

With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With guidance and support, retell familiar stories (from books, oral presentation, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
With guidance and support, identify common objects in the pictures of books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books

Craft and Structure

With guidance and support, exhibit curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers. b. Identify real-world print (e.g., labels in the classroom, signs in the community).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people that represent diversity in race, culture, age, gender and ability).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
With guidance and support, identify the role of the “author” and “illustrator.”	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Integration of Knowledge and Ideas			
With guidance and support, make connections between self and real-life experiences as they relate to classroom books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Range of Reading and Level of Text Complexity			
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Informational Text			
Key Ideas and Details			
With guidance and support, answer questions related to a variety of informational print materials (e.g., simple graphs, pictorial lists, maps and charts).	Literacy	E. Scientific Discovery	1.1 Uses simple tools to gather information
With guidance and support, demonstrate some details of the main idea through play (e.g., dramatic play, art, creative writing and conversation).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
With guidance and support, identify the connections between self and information presented/represented in the text (e.g., comparing hats from different cultures with hats people wear in child's life).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Craft and Structure			
Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
With guidance and support, recognize how books are read and identify the front cover and back cover.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
With guidance and support, identify the role of the author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Integration of Knowledge and Ideas			
With guidance and support, make connections between self and real-life experiences as they relate to informational texts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Range of Reading and Level of Text Complexity			
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing and movement).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Foundational Skills			
Print Concepts			
With guidance and support, demonstrate basic features of print. a. Recognize that print moves from left to right, top to bottom and page by page. b. Recognize that spoken words can be written and convey meaning. c. No developmentally appropriate standard. d. Recognize and name some letters in their first name. e. Recognize that letters can be grouped to form words. f. Recognize some numbers. g. No developmentally appropriate standard.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	A. Awareness of Print Concepts	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Phonological Awareness

With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.

- Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).
- Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).
- Begins in kindergarten or when the individual child is ready.
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- Recognize initial sound in first name.
- Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
- Begins at four years old or when the individual child is ready.

Literacy

B. Phonological Awareness

1.2 Participates in repetitive verbal play

Literacy

B. Phonological Awareness

4.4 Identifies beginning sounds in CVC words

Literacy

B. Phonological Awareness

1. Produces rhyming words given oral prompt

Phonics and Word Recognition

With prompting and support, demonstrate emergent phonics and word analysis skills.

- Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.
- Begins in kindergarten or when the individual child is ready.
RF.K.3b Associate the long and short sound with the common spellings (graphemes) for the five major vowels.
- Recognize own name and environmental print.
- Begins in kindergarten or when the individual child is ready.

Literacy

B. Phonological Awareness

3.1 Blends syllables into two- and three-syllable words

Fluency

With guidance and support, display emergent (developing) reading behavior with purpose and understanding through pretend reading and picture reading.

Literacy

A. Awareness of Print Concepts

1. Participates in shared group reading

Writing

Text and Types Purposes

With guidance and support, recognize that writing is a way of communicating for a variety of purposes.

a. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to express an opinion.

b. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) and describe their writing.

c. Explore and experiment with a combination of written representations (e.g., scribbling or drawing) to tell about events or stories.

Literacy

E. Writing

3.4 Writes using “scribble writing”

Begins in kindergarten or when the individual child is ready.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Literacy

E. Writing

2.1 Makes representational drawings

Begins in kindergarten or when the individual child is ready.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Literacy

E. Writing

2.1 Makes representational drawings

Literacy

E. Writing

1.2 Verbally labels representational drawings

Production and Distribution of Writing

Begins at 4 years old or when the individual child is ready.
ELA.W.PK4.5 With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

Literacy

E. Writing

2.1 Makes representational drawings

With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

Fine Motor

C. Mechanics of Writing

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

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Research to Build and Present Knowledge			
Begins at 4 years old or when the individual child is ready. ELA.W.PK4.7 With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
With prompting and support, recall information from experiences to answer questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Range of Writing			
Begins at grade 3.			
Speaking and Listening			
Comprehension and Collaboration			
With guidance and support, participate in conversations about pre-kindergarten topics with peers and adults. a. Engage in voluntary social conversations (e.g., taking, exchanging information, listening attentively, awareness of others' feelings) b. Engage in extended conversations	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Presentation of Knowledge and Ideas			
With guidance and support, 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
With prompting and support, add drawings or other visual displays to descriptions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings and needs clearly.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Language			
Conventions of Standard English			
With prompting and support, demonstrate awareness of the conventions of standard English grammar and use when speaking. a. Use frequently occurring verbs and nouns. b. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.1b Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Ask and answer questions. d. Use simple prepositions (e.g., in, out, on, off). e. Use standard words instead of slang or baby talk.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
Begins at 4 years old or when the individual child is ready. ELA.L.PK4.2 With prompting and support, demonstrate awareness of the conventions of standard English.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Knowledge of Language			
Begins in grade 2.			

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Vocabulary Acquisition and Use			
Begins at 4 years old or when the individual child is ready. ELA.L.PK4.4 With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
With guidance and support, explore word relationships and word meanings a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers. c. Begins at 4 years old or when the individual child is ready. ELA.L.PK4.5c Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). d. Begins at 4 years old or when the individual child is ready.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Mathematics			
Counting and Cardinality			
Know number names and the count sequence.			
With guidance and support, recite numbers 1 to 5 or beyond from memory.	Math	A. Counting	2.2 Recites numbers 1–10
Begins at 4 years old or when the individual child is ready. M.CC.PK4.2 With prompting and support, recognize, name, and attempt writing numerals 0-20.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Count to tell the number of objects.

With guidance and support, attempt to count concrete objects and actions up to 3.

Math

A. Counting

1. Counts out 3 items

Begins at 4 years old or when the individual child is ready.
M.CC.PK4.4 With guidance and support, understand the relationship between numerals and quantities.

a. Begins at 4 years old or when the individual child is ready.
M.CC.PK4.a Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

Math

C. Reading and Writing Numbers

1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5

Compare numbers.

With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.

Math

B. Quantitative Relations

1. Compares items in sets to 5 by counting

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

Operations and Algebraic Thinking

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concepts of subtraction
Begins at 4 years old or when the individual child is ready. M.OA.PK4.2 With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre- kindergarten materials.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
Begins at 4 years old or when the individual child is ready. M.OA.PK4.3 With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre- kindergarten materials.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Measurement and Data

Describe and compare measurable attributes.

With guidance and support, experiment with measurable attributes of everyday objects (e.g., big, little, tall, short, full, empty, heavy, light).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Explore nonstandard units of measurement.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Explore standard tools of measurement.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Classify objects and count the number of objects in each category.			
With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Geometry			
Explore, identify and describe shapes (squares, circles, triangles).			
With guidance and support, correctly name circles, squares, and triangles.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Begins at 4 years old or when the individual child is ready. M.G.PK4.3 With guidance and support, explore the differences between two- dimensional and three-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Analyze, compare, create, and compose shapes.			
With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Begins at 4 years old or when the individual child is ready. M.G.PK4.5 With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

Approaches to Learning

Play

Engage in play.

With guidance and support, cooperate with peers during play by taking turns, sharing materials and inviting others to play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
With guidance and support, begin to exhibit creativity and imagination in a variety of forms.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

Curiosity and Initiative

Demonstrate curiosity and initiative.

Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Begin to ask questions to seek new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Demonstrate an increasing ability to make independent choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Persistence and Attentiveness

Demonstrate persistence and attentiveness.

With guidance and support, follow through to complete a task or activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
With guidance and support, demonstrate the ability to remain engaged in an activity or experience.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object

Problem-Solving Skills

Demonstrate problem-solving skills.

With guidance and support, identify a problem or ask a question.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
With guidance and support, apply prior learning and experiences to build new knowledge.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Social and Emotional Development

Social Development

Build and maintain relationships with others.

Interact appropriately with familiar adults. a. With guidance and support, communicate to seek help with difficult task, to find comfort and to obtain security. b. With guidance and support, engage with a variety of familiar adults.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Interact appropriately with other children. a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. With guidance and support, ask permission to use materials belonging to someone else. d. Begin to acknowledge needs and rights of others (e.g., "It's your turn on the swing.").	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Express empathy and care for others. a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm, give a soft hug to an upset peer). b. Begin to offer and accept encouraging and courteous words to demonstrate kindness. c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Work productively toward common goals and activities.

Participate successfully as a member of a group.

- a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
- b. With guidance and support, sustain interactions with peers, allow others to join play activities and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
- c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

Social-Emotional

B. Social-Emotional
Expression and
Regulation

1. Responds appropriately to others' emotions

Social-Emotional

C. Interactions with Peers

3. Maintains cooperative activity

Join ongoing activities in acceptable ways.

- a. Begin to express to others a desire to play (e.g., "I want to play.").
- b. With guidance and support, lead and follow.
- c. With guidance and support, move into group with ease.

Social-Emotional

B. Social-Emotional
Expression and
Regulation

1. Responds appropriately to others' emotions

Social-Emotional

C. Interactions with Peers

1.1 Initiates social behavior toward peer

Resolve conflicts with others.

- a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").
- b. With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").

Social-Emotional

B. Social-Emotional
Expression and
Regulation

1.1 Initiates social behavior toward peer

Social-Emotional

D. Independent and
Group Participation

4.1 Uses strategies to resolve conflicts

Emotional Development

Demonstrate awareness of self and capabilities.

<p>Demonstrate trust in self.</p> <p>a. Begin to make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").</p> <p>b. Begin to identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").</p>	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
<p>Develop personal preferences.</p> <p>a. Begin to express independence, interest and curiosity (e.g., say, "I can ...", "I choose ..." I want ...").</p> <p>b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).</p>	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<p>Show flexibility, inventiveness and interest in solving problems.</p> <p>a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).</p> <p>b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
<p>Know personal information.</p> <p>a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p> <p>b. Refer to self by first name.</p> <p>c. With guidance and support, know parents'/guardians' names.</p>	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Recognize and adapt expressions, behaviors and actions.

<p>Show impulse control with body and actions.</p> <p>a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).</p> <p>b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p> <p>c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).</p>	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
<p>Manage emotions.</p> <p>a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).</p> <p>b. With guidance and support, recognize emotions (e.g., “I am really mad.”).</p> <p>c. With guidance and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).</p> <p>d. With guidance and support, express frustration and anger without harming self, others or property (e.g., “I don’t like it when you take my truck.”).</p>	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
<p>Follow procedures and routines with teacher support.</p> <p>a. Begin to follow one- or two-step directions (e.g., move appropriately when transitions are announced).</p> <p>b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).</p> <p>c. Begin to take turns and to share information with others (e.g., interact during group time).</p>	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
<p>Demonstrate flexibility in adapting to different environments.</p> <p>a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p> <p>b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.</p>	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Science

Physical Science

Develop awareness of observable properties of objects and materials.

Begin to manipulate and explore a wide variety of objects and materials.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Begins at 4 years old or when the individual child is ready. S.PS.PK4.2 With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid, and sink or float).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Begins at 4 years old or when the individual child is ready. S.PS.PK4.3 With prompting and support, explore how solid objects can be constructed from a smaller set.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
With guidance and support, explore properties of solid objects. a. With guidance and support, identify position of objects. b. With guidance and support explore movement of people and objects (e.g., over, under, in, out, sink, float).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Life Science

Develop an awareness of living things.

With guidance and support, explore body parts associated with the use of each of the five senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
With guidance and support, explore how people change during changes of the life cycle. a. Explore text with illustrations of human life stages. b. Begins at 4 years old or when the individual child is ready. S.LS.PK4.2b Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
With guidance and support, conduct a simple investigation to observe the differences in humans during life stages.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
With guidance and support, observe, explore and describe a variety of living things and where they live (e.g., plants, animals, people). a. With guidance and support, conduct an experiment to observe the growth of plants.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
With guidance and support, describe individual characteristics of self, other living things and people. a. With guidance and support, use appropriate technology tools to explore observable characteristics of living things and people.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Earth and Space Science

Develop an awareness of earth science and space.

With guidance and support, recognize that weather changes (e.g., rainy, windy, sunny, cloudy). a. Observe daily display about weather and seasonal activity.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Begin to identify objects in the sky (e.g., clouds, sun, moon and stars). a. Explore materials to create display of common elements of day and night. b. Explore devices that protect from sun or rain.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
With guidance and support, collect, sort, identify and describe objects in the natural world (e.g., rocks, soil, leaves). a. Begins at 4 years old or when the individual child is ready. S.ES.PK4.3a Participate in a teacher-led activity to identify and reuse materials. b. Begins at 4 years old or when the individual child is ready. S.ES.PK4.3b With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large- group activities

Technology

Identify and explore a variety of technology tools.

With guidance and support, explore appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Begins at 4 years old or when the individual child is ready. S.T.PK4.2 Use technology tools to gather and/or communicate information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Begins at 4 years old or when the individual child is ready. S.T.PK4.3 With prompting and support, invent and construct simple objects or structures using technology tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Physical Development

Gross Motor Skills

Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.

Identify body parts (e.g., knee, foot, arm).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).	Gross Motor	B. Movement and Coordination	6. Jumps forward

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).	Gross Motor	C. Active Play	2.2 Climbs play equipment
Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).	Gross Motor	C. Active Play	1.4 Kicks ball
	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand

Fine Motor

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
--	------------	------------------------------	---

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).

Fine Motor

B. Functional Skill Use

3. Manipulates object with two hands, each performing different action

With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).

Fine Motor

B. Functional Skill Use

3. Manipulates object with two hands, each performing different action

Participate in fine motor activity for self-expression and/or social interaction.

With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

Fine Motor

C. Mechanics of Writing

1.1 Writes or draws using mixed strokes

With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays and dramatic play).

Fine Motor

B. Functional Skill Use

3.4 Holds object with one hand and manipulates object or produces action with other hand

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.

With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

Adaptive

B. Personal Care Routines

1. Carries out all toileting functions

Self-Care, Health, and Safety Skills**Demonstrate an awareness and practice of safety rules.**

With guidance and support, identify and follow safety rules (e.g., classroom, home, community).

Adaptive

D. Personal Safety

4. Recognizes and reports information regarding safety

With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.

Adaptive

D. Personal Safety

4. Recognizes and reports information regarding safety

With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Adaptive

D. Personal Safety

2.1 Complies with graphic or written warning signs and symbols

Demonstrate an emerging use of standard health practices.			
With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
With guidance and support, participate in a variety of physical activities.	Gross Motor	B. Movement and Coordination	5.1 Runs
With guidance and support, identify nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Social Studies			
Family and Community			
Understand self in relation to the family and the community.			
Begin to identify self as a member of a family, the learning community and local community.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
With guidance and support, identify similarities and differences in people.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
With guidance and support, describe some family traditions.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Understand the concept of individual rights and responsibilities.			
With guidance and support, demonstrate responsible behavior related to daily routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
With guidance and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
With guidance and support, describe a simple sequence of familiar events.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Cognitive	B. Imitation and Memory	3. Relates past events

Our World

Understand the importance of people, resources and the environment.

With guidance and support, treat classroom materials and belongings of others with care.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
With guidance and support, identify location and some physical features of familiar places in the environment.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

History and Events

Understand events that happened in the past.

With guidance and support, describe a simple series of familiar events.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Cognitive	B. Imitation and Memory	3. Relates past events
With guidance and support, begin to understand events that happened in the past.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Cognitive	B. Imitation and Memory	3. Relates past events

Four-Year-Olds

Reading

Literacy

Key Ideas and Details

With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
With prompting and support, identify some characters, settings and/or major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Craft and Structure			
Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories. b. Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability). a. Identify the front cover, back cover and title page of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
With prompting and support, identify the role of the “author” and “illustrator”.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Integration of Knowledge and Ideas			
With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Range of Reading and Level of Text Complexity			
Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Informal Text

Key Ideas and Details

With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Craft and Structure

Exhibit curiosity and interest about words in a variety of informational texts.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
With prompting and support, identify the front cover, back cover, and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
With prompting and support, identify the role of the “author” and “illustrator” in informational text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Integration of Knowledge and Ideas			
With prompting and support, make connections between self and text and/or information and text.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
With prompting and support, explore the purpose of the informational text as it relates to self.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Range of Reading and Level of Text Complexity			
With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Foundational Skills			
Print Concepts			
With prompting and support, demonstrate understanding of conventions of print. a. Understand that print moves from left to right, top to bottom and page by page. b. Recognize an association between spoken and written words. c. Understand that words are separated by spaces in print. d. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name. e. Recognize words as a unit of print and understand that letters are grouped to form words. f. Differentiate letters from numbers. g. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Phonological Awareness

With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables and sounds.

a. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).

b. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.

c. Begins in kindergarten or when the individual child is ready.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

d. With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.

e. Engage in language play (e.g., sound patterns, rhyming patterns, songs).

f. Demonstrate awareness of the relationship between sounds and letters.

Literacy

B. Phonological Awareness

1. Produces rhyming words given oral prompt

Literacy

B. Phonological Awareness

4.1 Blends separate CVC sounds into simple words

Phonics and Word Recognition

With prompting and support, demonstrate emergent phonics and word analysis skills.

a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

b. Begins in kindergarten or when the individual child is ready.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

c. Recognize own name, environmental print and some common high- frequency sight words.

d. Begins in kindergarten or when the individual child is ready.

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Literacy

C. Alphabet Knowledge

2.3 Produces correct sounds for 20 letters of alphabet

Fluency

Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

Literacy

B. Phonological Awareness

2.4 Produces correct sounds for six letters of alphabet

Writing

Text Types and Purposes

With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to express an opinion.

b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and) and describe their writing.

c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters and dictations) to tell about events or stories.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Begins in kindergarten or when the individual child is ready.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

Begins in kindergarten or when the individual child is ready.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Literacy

E. Writing

1. "Reads" back own dictation to label or caption picture

Production and Distribution of Writing

With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Literacy

E. Writing

2. Writes and draws for a variety of purposes

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Research to Build and Present Knowledge			
With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
With prompting and support, recall information from experiences to answer questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Range of Writing			
Begins in grade 3.			
Speaking and Listening			
Comprehension and Collaboration			
With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. a. Engage in voluntary conversations (e.g., taking turns, exchanging information, listening attentively, being aware of others' feelings). b. Engage in extended conversations.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
With prompting and support, confirm understanding of information presented orally, from read-alouds or through other media by asking and answering questions about details.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
With prompting and support, ask and answer questions in order to seek help, obtain information or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Presentation of Knowledge and Ideas			
With prompting and support, 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
With prompting and support, add drawings or other visual displays to descriptions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings and ideas clearly.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Language

Conventions of Standard English

With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs. b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with). e. Produce and expand complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
	Social-Communication	C. Communicative Expression	4.1 Asks <i>wh-</i> questions
With prompting and support, demonstrate awareness of the conventions of standard English. a. Write first name, capitalizing the first letter. b. Develop an awareness of symbols for end punctuation. c. Attempt to write a letter or letters to represent a word. d. Experiment with written representations of words, using emergent (developing) knowledge of letter-sound relationships.	Literacy	E. Writing	3.2 Prints first name

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Knowledge of Language			
With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Mathematics

Counting and Cardinality

Know number names and the count sequence.

With prompting and support, recite numbers 1 to 30 in the correct order.	Math	A. Counting	4.2 Recites numbers 1–30
With prompting and support, recognize, name, and attempt writing numerals 0 – 20.	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20

Count to tell the number of objects.

With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

With guidance and support, understand the relationship between numerals and quantities.

a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre- kindergarten materials.

b. Match quantities and numerals 0 – 10.

Cognitive

C. Conceptual Knowledge

4. Uses early conceptual comparisons

Math

B. Quantitative Relations

1.1 Compares items in sets to 5 by matching

Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.

a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Math

A. Counting

2. Counts out 10 items

Math

A. Counting

2.1 Counts 10 items to determine “How many?”

Compare numbers.

Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

Math

B. Quantitative Relations

1.3 Uses quantity comparison words

Operations and Algebraic Thinking

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Measurement and Data

Describe and compare measurable attributes.

With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
With guidance and support, compare two objects using attributes of length, weight and size (e.g., bigger, longer, taller, heavier, same weight, same amount). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Classify objects and count the number of objects in each category.

With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

Cognitive

C. Conceptual Knowledge

3. Classifies using multiple attributes

Geometry**Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

With guidance and support, correctly name shapes.

Cognitive

C. Conceptual Knowledge

4.2 Identifies concrete concepts

With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.

Cognitive

C. Conceptual Knowledge

4.2 Identifies concrete concepts

With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Cognitive

C. Conceptual Knowledge

4.2 Identifies concrete concepts

Analyze, compare, create, and compose shapes.

With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).

Cognitive

C. Conceptual Knowledge

2.1 Uses object to represent another object

With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

Cognitive

C. Conceptual Knowledge

2.1 Uses object to represent another object

Approaches to Learning

Play

Engages in play.

Cooperate with peers during play by taking turns, sharing materials and inviting others to play.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Exhibit creativity and imagination in a variety of forms (e.g., roles, props and language).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Demonstrate active engagement in play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Curiosity and Initiative

Demonstrate curiosity and initiative.

Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways and investigating new environments.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Ask questions to seek new information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Make independent choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Approach tasks and activities with flexibility, imagination and inventiveness.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Persistence and Attentiveness

Demonstrate persistence and attentiveness.			
Follow through to complete a task or activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Demonstrate the ability to remain engaged in an activity or experience.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Problem-Solving Skills

Demonstrate problem-solving skills.

Identify a problem or ask a question.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Apply prior learning and experiences to build new knowledge.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Social and Emotional Development

Social Development

Build and maintain relationships with others.

Interact appropriately with familiar adults. a. Communicate to seek out help with a difficult task, to find comfort and to obtain security. b. Engage with a variety of familiar adults for a specific purpose.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Work productively toward common goals and activities.

Participate successfully as a member of a group. a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas). b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Join ongoing activities in acceptable ways. a. Express to others a desire to play (e.g., say, "I want to play."). b. Lead and follow. c. Move into group with ease.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Resolve conflicts with others. a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over."). b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Emotional Development

Demonstrate awareness of self and capabilities.

<p>Demonstrate trust in self.</p> <p>a. Make positive statements about self, use assertive voice to express self and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).</p> <p>b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).</p>	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
<p>Develop personal preferences.</p> <p>a. Express independence, interest and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).</p> <p>b. Select and complete tasks (e.g., finish a puzzle or drawing).</p>	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
<p>Show flexibility, inventiveness and interest in solving problems.</p> <p>a. Make alternative choices (e.g., move to another area when a center is full).</p> <p>b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
<p>Know personal information.</p> <p>a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p> <p>b. Refer to self by first and last name.</p> <p>c. Know parent(s)/guardian(s) name(s).</p>	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Recognize and adapt expressions, behaviors and actions.

Show impulse control with body and actions.

- a. Control own body in space (e.g., move safely through room without harm to self or others).
- b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
- c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).

Social-Emotional

E. Meeting Social Expectations

3.2 Follows established social rules in familiar environments

Manage emotions.

- a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
- b. With prompting and support, recognize emotions (e.g., “I am really mad.”).
- c. With prompting and support, express feelings through appropriate gestures, actions and language (e.g., smile and say, “This story makes me happy.”).
- d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).

Social-Emotional

B. Social-Emotional Expression and Regulation

2. Uses appropriate strategies to manage emotional states

Follow procedures and routines with teacher support.

- a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
- b. Use materials with care and safety (e.g., use scissors to cut paper).
- c. Take turns sharing information with others (e.g., interact during group time).

Social-Communication

B. Communicative Understanding

3. Follows multistep directions without contextual cues

Demonstrate flexibility in adapting to different environments.

- a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
- b. Follow rules (e.g., use outside voice, use inside voice) in different settings

Social-Emotional

E. Meeting Social Expectations

2.2 Adjusts behavior based on feedback from others or environment

Science

Physical Science

Develop awareness of observable properties of objects and materials.

The child will manipulate and explore items in the environment with a wide variety of investigative tools.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
With prompting and support, explore how solid objects can be constructed from a smaller set. a. With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks) b. With teacher guidance, explore why things may not work the same if some of the parts are missing.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Life Science

Acquire scientific knowledge related to life science.

With prompting and support, name and identify the five senses and the corresponding body parts for each.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
With prompting and support, explore how living things change in form as they go through the general stages of a life cycle. a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas. b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal. c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
With prompting and support, explore what animals and plants need to live and grow. a. With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
With guidance and support, explore characteristics of living and non-living things. a. With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things. b. With teacher guidance, create a visual representation of the information gained and results of the experiment. c. With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Earth and Space Science

Apply scientific knowledge related to earth science and space.

With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy). a. With teacher guidance, collect and display daily data about weather and seasonal activity.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
With prompting and support, identify characteristics of the clouds, sun, moon and stars. a. With teacher guidance, create a simple model of common elements of day and night. b. With teacher guidance, construct a device which would protect from sun and/or rain.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves). a. Participate in a teacher led activity to identify and reuse materials. b. With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Technology

Identify and explore a variety of technology tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Use technology tools to gather and/or communicate information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
With prompting and support, invent and construct simple objects or structures using technology tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Physical Development

Gross Motor Skills

Demonstrate understanding of gross motor concepts as they apply to the learning, development and performance of physical activities.

Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	Gross Motor	B. Movement and Coordination	5.1 Runs

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
Use various types of equipment (e.g., playground equipment, tricycles, slides).	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	Gross Motor	C. Active Play	2.2 Climbs play equipment

Fine Motor Skills

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
---	------------	-------------------------	--

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

Demonstrate fine muscle coordination using manipulative materials that vary in size, shape and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Participate in fine motor activity for self-expression and/or social interaction.

With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays and dramatic play).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self and manipulating fasteners).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing

Self-Care, Health, and Safety Skills

Demonstrate an awareness and practice of safety rules.

With prompting and support, identify safety rules (e.g., classroom, home, community).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

MS Standards

AEPS-3 Area

AEPS-3 Strand

AEPS-3 Items

Demonstrate an emerging (developing) use of standard health practices.

With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising and using appropriate personal hygiene).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
With prompting and support, participate in a variety of physical activities.	Gross Motor	B. Movement and Coordination	5.1 Runs
With prompting and support, identify nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

Social Studies

Family and Community

Understand self in relation to the family and the community.

Identify self as a member of a family, the learning community and local community.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
With prompting and support, identify similarities and differences in people.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
With prompting and support, describe some family traditions.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Identify some similarities and differences in family structure, culture, ability, language, age and gender.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Understand the concept of individual rights and responsibilities.			
With prompting and support, demonstrate responsible behavior related to daily routines.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
With prompting and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
With prompting and support, describe a simple sequence of familiar events.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Our World			
Treat classroom materials and the belongings of others with care.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
With prompting and support, identify location and some physical features of familiar places in the environment.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

History and Events

Understand events that happened in the past.

With prompting and support, describe a simple series of familiar events.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Recognize events that happened in the past.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	B. Imitation and Memory	3. Relates past events