



## ALIGNMENT

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

**WITH**

**Ohio's Early Learning & Development Standards**

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

This document aligns the content from *Ohio's Early Learning and Development Standards* [2022] 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.

*Ohio's Early Learning & Development Standards*. (2022). Retrieved from: <https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards>

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## Approaches to Learning

### 1. Engagement and Persistence

#### 1.a. Engages in new and unfamiliar experiences and activities.

Attends to surroundings (e.g., adults, objects, sounds).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Shows excitement when introduced to new and unfamiliar experiences and activities.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Imitates new skills and/or activities demonstrated by an adult.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Repeats a new activity many times to gain confidence and skill.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Gathers new information and explores new play and tasks with adult encouragement.	Cognitive	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Explores new and unfamiliar play, tasks and experiences independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Applies new strategies to prior experience and/or activity through refining own actions.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**1.b. Completes activities with increasingly complex steps.**

Attends to language.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Engages in back-and-forth interactions with caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Responds to simple directives or requests.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Participates in adult-led daily routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Anticipates what comes next in an activity with a familiar sequence (routine).	Cognitive	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Follows a one-step direction independently.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
Relies on model to complete an activity with multiple steps.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Follows two-step directions independently.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Follows familiar three-step directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Completes an unfamiliar activity with multiple steps independently.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

**1.c. Persists in completing a task with increasing concentration.**

Exhibits interest in people and things in surrounding environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Maintains engagement briefly in interactions with a familiar person or preferred object(s).	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Resumes focus on a person or an activity after a brief distraction or interruption.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Makes repeated attempts to complete a task when frustrated or challenged.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Carries out tasks, activities or experiences from beginning to end.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## 2. Mindset

## 2.a. Develops a growth mindset.

Explores to understand an unknown.	Cognitive	D. Independent and Group Participation	3. Initiates and completes independent activities
Demonstrates awareness of own abilities to accomplish simple tasks or activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Demonstrates a mindset that continued effort makes hard things easier to do.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Recognizes and expresses self-confidence in growing abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Recognizes and shares in celebration of another's growing abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

## Cognitive Development

### 1. Memory

#### 1.a. Develops the ability to recall information about objects, people and past experiences.

Responds differently to familiar and unfamiliar people, events, objects and their features.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Anticipates next steps in simple, familiar routines and games.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Remembers people, events and objects over a period of time with contextual cues.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Recalls information over a longer period of time with or without contextual cues.	Cognitive	B. Imitation and Memory	3. Relates past events
Recreates or retells a sequence of events in a familiar activity or routine based on past experiences.	Cognitive	B. Imitation and Memory	3. Relates past events

### 2. Symbolic Thought

#### 2.a. Demonstrates increasing ability to think symbolically.

Explores real objects, people and actions.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Demonstrates understanding that objects and people continue to exist even when not within sight or sound.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Uses objects for their intended purposes.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Uses objects and materials in new and unconventional ways to represent something else.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Engages in increasingly complex and sequenced pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Identifies a variety of everyday symbols and their meanings.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Uses symbols to represent thinking or ideas.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

### 3. Problem-Solving and Reasoning

#### 3.a. Uses increasingly complex strategies to solve problems.

Actively uses the body to find out about the world or reach a goal.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Uses simple strategies to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Tries different strategies to find the solution to a question, problem or task.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Solves problems by questioning, planning and carrying out a sequence of actions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Explains reasoning for the solution selected.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

### 4. Cognitive Flexibility

#### 4.a. Develops ability to be flexible in own thinking and behavior.

Repeats an action to cause a known reaction.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Uses simple strategies to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Begins to modify actions or behaviors in when shifting focus or adjusting to a new activity.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Applies different rules in contexts that require different behaviors.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Modifies and adapts behavior during transitions, daily routines and unexpected events when prompted by an adult.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

## Creative Development

## 1. Artistic Engagement and Expression

## 1.a. Expresses ideas and feelings through visual art.

Demonstrates preferences, pleasure or displeasure when interacting with various materials and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Explores a variety of visual art materials.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Uses self-selected materials and activities to express ideas and feelings.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Plans and creates content, using personal experiences, in a work of art using a variety of skills, techniques, and materials.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Expresses individuality, life experiences, knowledge, and ability through a variety of art media.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Explores open-ended art materials to create process-focused art.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

## 1.b. Expresses self creatively through music and dance.

Responds to a variety of sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Explores making sounds with a variety of objects.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Demonstrates intentional use of sounds and music.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Attempts to move body or make music sounds to match varied tempos.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Creates vocal and/or rhythmic patterns with increasing complexity (e.g., volume/dynamics, speed/tempo, tone, rhythm, melody) using own voice or instruments of choice.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

## 2. Creativity and Play

### 2.a. Develops ability to express new ideas through imagination and inventive play.

Observes and imitates the actions of others.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Explores objects and uses everyday items in play.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Imitates others' uses of objects and materials.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Engages in play sequences based on an understanding of everyday events and routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Uses imagination to plan and act out scenes based on books, stories or everyday life.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Engages in brief episodes of make-believe play that involve sequenced steps, assigned roles and/or an overall plan for the play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

## Language and Literacy

### 1. Language and Communication

#### 1.a. Demonstrates understanding of increasingly complex language.

Attends to language.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Engages in back-and-forth interactions with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Shows understanding of simple requests and statements referring to nearby people and objects.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Shows understanding of requests and statements referring to people, objects, ideas and feelings.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Demonstrates understanding of complex concepts and longer sentences.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to <i>why</i> , <i>how</i> , and <i>when</i>

#### 1.b. Develops and expands understanding of vocabulary and concepts.

Attends to language.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Engages in back-and-forth interaction with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Connects words with objects.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Attends to an unfamiliar word.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Demonstrates interest in new vocabulary and uses new words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**1.c. Communicates using increasingly complex language.**

Expresses needs and feelings in a variety of ways.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Engages in back-and-forth interaction with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Makes vowel and consonant sounds (babbling).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
Communicates purposefully using single words and gestures.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Combines words into simple two-word phrases.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Communicates using simple three- and four-word phrases or sentences to express complex ideas or requests.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Communicates using sentences that include the following components: subject, verb, object, descriptive words and prepositions.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

**1.d. Participates in conversations with increasing application of turn-taking skills.**

Directs attention to caregiver's communication.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Engages in back-and-forth interaction with caregiver	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Participates in and initiates basic communications with family members or others who are familiar.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Participates in and initiates communication by switching communication skills to fit the need of the audience.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

**1.e. Develops comprehension of read-aloud text.**

Attends to language.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Shows interest in books, pictures, songs and rhymes.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Participates in book reading, storytelling and singing.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Demonstrates understanding of a read-aloud text by answering literal questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Demonstrates understanding of a read-aloud text by answering inferential questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

## 2. Phonological Awareness

### 2.a. Develops awareness of syllables in spoken words.

Attends to language and sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Vocalizes sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Engages in back-and-forth interactions with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Imitates and uses single words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses spoken words with meaning in phrases.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Recognizes individual words that make up a spoken sentence.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Blends and segments spoken compound words.	Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
Blends and segments syllables in spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words

### 2.b. Develops awareness of initial sounds onsets and rimes in spoken words.

Attends to language and sounds.	Literacy	A. Early Social Communication	1. Turns and looks toward person speaking
Vocalizes sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Engages in back-and-forth interactions with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Imitates and uses single words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Uses spoken words with meaning in phrases.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Recognizes words in spoken sentences.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Segments syllables in spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
Recognizes when the beginning sounds of words are the same or different.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Isolates the initial sound in a spoken word.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Blends and segments onset and rime in a single-syllable spoken word.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**2.c. Develops understanding of rhyme.**

Attends to language and sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Vocalizes sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Engages in back-and-forth interactions with caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Recognizes familiar environmental sounds.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Distinguishes between sounds that are the same and different.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Repeats rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Identifies rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words

**3. Print Awareness****3.a. Develops knowledge of print organization.**

Demonstrates interest in books.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Selects books for adult to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Shows an understanding of book covers by self-selecting books to explore independently.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Orients books correctly and turns pages when “reading” from beginning to end.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Knows some characteristics of books, such as cover, author and illustrator.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Demonstrates understanding of book and print organization in nonfiction and fiction books.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**3.b. Develops knowledge of the alphabet.**

Notifies when adult points to print.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Says the names of some letters by rote (without print).	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
Recognizes first letter and sound of own name and names a few letters in own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Recognizes some letters and their sounds in addition to those in first name.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Demonstrates understanding that letters can be uppercase and lowercase.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Identifies and names 18 uppercase and 15 lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

**4. Emergent Writing****4.a. Develops understanding that writing represents spoken language.**

Tracks objects visually and focuses on an object or person.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Notifies familiar environmental signs and symbols.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Scribbles or makes marks.	Literacy	E. Writing	3.4 Writes using "scribble writing"
Imitates adults reading and writing.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Recognizes that print conveys a message.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Interprets own writing for others.	Literacy	E. Writing	1.1 Dictates description of drawing
Uses a combination of drawing, dictating and emergent writing for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

**4.b. Draws and writes using increasingly sophisticated grasp.**

Transfers objects from one hand to the other.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Holds object with one hand while the other manipulates the object.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Makes marks and scribbles using a fist to hold a writing tool against the palm of the hand (palmar grasp).	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Scribbles and draws using thumb and fingers (five-finger grasp) of one hand to hold a writing tool.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Imitates drawing prewriting strokes ( , -, +, O) using an inconsistent three- or four-finger grasp of dominant hand to hold a writing tool.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Copies letters of own name and other meaningful words with letter approximations and some actual letters using a stable three-finger grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

## Mathematics

### 1. Number Sense

#### 1.a. Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.

Recognizes and communicates some number words.	Math	A. Counting	1.2 Recites numbers 1–3
	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
Recites small parts of the counting sequence.	Math	A. Counting	1.2 Recites numbers 1–3
Recites the counting sequence up to five with some errors.	Math	A. Counting	2.2 Recites numbers 1–10
Recites the counting sequence to five accurately and beyond five with some errors.	Math	A. Counting	2.2 Recites numbers 1–10
Recites the counting sequence to 10 by ones accurately and beyond 10 with some errors.	Math	A. Counting	2.2 Recites numbers 1–10
Recites the counting sequence to 20 by ones in order accurately.	Math	A. Counting	3.2 Recites numbers 1–20

#### 1.b. Develops understanding of one-to-one correspondence and cardinality.

Discriminates and compares quantities of objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Shows awareness or attends to quantities when interacting with objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Uses words or actions to demonstrate awareness of quantities.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Uses number words or signs to count the items in small groups of one to four objects.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Uses number words or signs to count up to 10 objects, people or events to determine how many.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Understands that the last number spoken tells the number of objects counted.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**1.c. Develops ability to subitize small quantities.**

Attends to quantity and notices when objects are added or removed.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Recognizes a single item as “one.”	Math	A. Counting	1. Counts out 3 items <i>See also:</i> FS 1.1a Child demonstrates one-to-one correspondence by assigning one of two objects to another person and keeping other object. FS 1.1b Child demonstrates concept of one.
Recognizes a set of one to three items or events and can tell how many without counting.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Identifies without counting small quantities of up to five items.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

**1.d. Develops understanding of written numerals.**

Recognizes a few written numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Names a few written numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Associates a quantity with written numerals up to five.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Names some written numerals one to 10.	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10

## 2. Number Relationships and Operations

### 2.a. Develops understanding of number relationships and operations.

Notifies changes in quantity of objects (especially ones that can be detected visually with ease).	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Uses words or actions that show understanding of the concepts of more, all and/or none.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Demonstrates understanding that adding objects to a group will make a bigger group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
Demonstrates understanding that taking away objects will make a smaller group.	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Compares two small groups of objects (up to five) by matching or counting using language such as, "More than," "Less than," or "Same," to describe the relationship between the groups.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Understands that a group of objects can be taken apart into smaller groups and combined into one group.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Adds and subtracts within a total set of up to six concrete objects.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

## 3. Measurement

## 3.a. Develops knowledge of measurement to compare and describe objects.

Explores objects.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Fine Motor	B. Functional Skill Use	1.3 Uses finger to explore object
	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Shows awareness of the size or length of objects using words or actions.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Describes objects by measurable attributes (e.g., size, length and weight) using words such as, "Big," "Small," "Heavy," and "Long," but not always correctly.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Describes and compares objects using measurable attributes (e.g., length, size and weight) using words such as, "Bigger," "Smaller," "Heavier," and "Longer." *	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Orders objects according to observable differences in their attributes (e.g., biggest to smallest).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

## 3.b. Develops the ability to sort.

Notices differences between familiar and unfamiliar people, objects, and places.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Matches two objects that are the same and selects similar objects from a group.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Sorts objects into two or more groups by their similarities or differences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Sorts and classifies objects by one or more attributes (e.g., color, size, shape).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**3.c. Develops understanding of patterns.**

Initiates repeated movements.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Copies a repeating pattern.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

**4. Geometry****4.a. Develops ability to recognize shapes and their attributes.**

Explores properties of objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Matches shapes/objects that are visually similar in any way.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Recognizes basic shapes (i.e., circle, triangle, square, or rectangle of different sizes).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Understands and uses names of shapes when identifying objects.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Uses 2D and 3D objects to represent real-world objects.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Recognizes and compares shapes of different sizes and orientations.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Uses shapes to create objects or pictures.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**4.b. Develops understanding of spatial relationships.**

Explores movement of own body and objects in surrounding environment.	Fine Motor	B. Functional Skill Use	1.3 Uses finger to explore object
	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Explores and demonstrates how things fit and move in space.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Responds to and begins to use words or actions that describe the position or direction of an object.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Shows understanding of positions in space by using position words (prepositions) by following directions from an adult.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

## Physical Development and Wellness

## 1. Motor Development

## 1.a. Develops competency in a variety of locomotor and non-locomotor skills.

Begins to move head, arms, legs and trunk.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Moves head, arms, legs and trunk with purpose.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Explores new body positions and movements.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
Moves the whole body to achieve a goal.	Gross Motor	A. Body Control and Weight Transfer	All
Stands independently.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
Expands use of different body positions and movements (e.g., walking, turning, running, jumping) with coordination and balance.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Gross Motor	B. Movement and Coordination	5.1 Runs
	Gross Motor	B. Movement and Coordination	6. Jumps forward
Demonstrates locomotor and non-locomotor skills with control, coordination and balance both with and without objects.	Gross Motor	B. Movement and Coordination	All

**1.b. Demonstrates developing control of fundamental fine motor skills, including hand-eye coordination.**

Tracks objects visually and focuses on an object or person.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Uses one hand to swipe at, reach for and grasp at objects.	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
Uses one or both hands to reach for, hold, shake and release objects.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Accomplishes a variety of tasks or actions with the coordinated use of arms, hands and fingers.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Performs tasks requiring precise movements by coordinating the use of hands, fingers and wrists to manipulate objects and tools.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

**1.c. Develops oral motor skills.**

Uses mouth and tongue to explore objects.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Takes and chews small bites/pieces of finger food.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Coordinates sipping, chewing and swallowing.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
Demonstrates complex oral-motor skills.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**1.d. Uses senses to guide movement and interactions with objects and other people.**

Uses senses to explore objects.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Uses depth perception to guide movements.	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All
Uses trial and error to discover how the body fits and moves through space.	Gross Motor	B. Movement and Coordination	All
	Gross Motor	C. Active Play	All
	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Interacts with objects or materials in different ways based on perceptual information about the objects or materials.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Demonstrates spatial awareness that allows for coordinated movements, actions and interactions with others.	Gross Motor	B. Movement and Coordination	All

**2. Wellness****2.a. Develops knowledge about the body, its parts and how it functions in relation to wellness.**

Shows awareness of own body.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Points to basic body parts when asked.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Names, points to and moves body parts when asked.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Identifies and describes the functions of body parts.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

**2.b. Demonstrates personal health and self-care practices with increasing independence**

Communicates a need for care.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Settles down and falls asleep after a familiar sleep routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Cooperates in dressing, eating and basic hygiene.	Adaptive	C. Dressing and Undressing	All
	Adaptive	A. Eating and Drinking	All
	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Participates in personal care tasks (e.g., handwashing, dressing, dental care).	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Adaptive	C. Dressing and Undressing	All
	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Initiates personal care tasks (e.g., handwashing, dressing, toileting).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Completes personal care tasks independently (e.g., handwashing, dressing, toileting).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

**2.c. Consumes healthy food and develops healthy eating habits.**

Participates in feeding routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Shows interest and tries new foods when offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Communicates to adults when hungry, thirsty or has had enough to eat.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Consumes a variety of nutritious foods from all food groups.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Distinguishes nutritious from non-nutritious foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

## OH Standards

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Items

**2.d. Develops healthy sleep and rest behaviors.**

Participates in periods of sleep and wakefulness.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Settles down and falls asleep after a familiar sleep routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Rests or naps for periods during the day with assistance from adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Recognizes and communicates being tired or needing to take a break from activity.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

**2.e. Participates in preferred physical activities and develops understanding that being physically active is healthy.**

Interacts with adults in physical activities.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Participates in active physical play using simple movement skills.	Gross Motor	Active Play	All
Participates in a variety of physical activities throughout the day.	Gross Motor	Active Play	All
	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Participates in structured and unstructured physical activity that promotes aerobic activity, muscle strengthening and bone strengthening.	Gross Motor	C. Active Play	All
	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Demonstrates basic understanding that physical activity helps the body grow and be healthy.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

**2.f. Demonstrates increasing understanding of safety practices and behaviors.**

Responds differently to familiar and unfamiliar people, environments or experiences.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Cooperates and/or stops a behavior in response to a direction regarding safety.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Follows basic safety rules with few adult reminders.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Communicates the importance of safety rules and consequences.	Adaptive	D. Personal Safety	4.1 States or produces personal information to promote/maintain personal safety

## Science

## 1. Science Inquiry and Application

## 1.a. Explores and investigates objects and events in the environment.

Observes and explores objects using the senses and a variety of simple actions (holding, kicking, manipulating).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Intentionally explores and manipulates objects to discover what happens and how things work.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Engages in focused observations and purposeful explorations of objects and events in the environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Asks questions about objects and events in the environment and engages in sustained and complex manipulation of objects.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Engages in investigations, makes comparisons between two or more items or events, and makes predictions based on previous observations.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

## 1.b. Develops ability to reason about cause and effect.

Repeats simple actions to make things happen.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Repeats an action to cause a known reaction.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Purposefully acts on objects to make things happen.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Demonstrates understanding that events have a cause.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Makes predictions based on actions on objects to cause an effect.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
Makes inferences, generalizations and explanations (may not be correct) based on prior knowledge or evidence.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

## Social and Emotional Development

### 1. Self-Awareness

#### 1.a. Develops and expands understanding of oneself as a unique person.

Shows awareness of self and other people.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Begins to understand self as a separate person from others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Recognizes self as a unique person with distinct characteristics.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Shows awareness of self as belonging to one or more groups.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Compares own characteristics to those of others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Identifies the diversity in human characteristics and how people are similar and different.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Appreciates similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

#### 1.b. Develops understanding of emotions.

Demonstrates a variety of emotions through facial expressions, gestures, movement and/or sounds.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Expresses a variety of emotions nonverbally and possibly with a few familiar words.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Begins to show awareness of own emotions in order to meet needs or wants, both verbally and nonverbally.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Recognizes and identifies own emotions and the emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

## 2. Self-Regulation

### 2.a. Begins to manage emotions and actions.

Expresses and acts on impulses.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Comforts self through a variety of means, including seeking help from a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Accepts limits and choices offered by adults to help guide behavior.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Manages actions and emotional expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Uses senses to regulate reactions and focus.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Demonstrates the ability to delay gratification for short periods of time.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

## 3. Social Awareness

### 3.a. Develops empathy toward and understanding of others.

Reacts to emotional expressions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Demonstrates understanding what others may feel.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Responds in caring ways to the distress and thinking of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Empathizes with and understands the perspectives of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

## 4. Relationship Skills

### 4.a. Develops secure, trusting relationships with adults.

Responds differently to familiar and unfamiliar adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Expresses emotions and engages in back-and-forth interactions with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Initiates interactions with familiar adults and seeks close proximity to familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Separates from familiar adults in a familiar setting with minimal distress.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Seeks help from trusted adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Interacts readily with trusted adults and begins to engage in some positive interactions with less familiar adults.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

### 4.b. Develops socially competent behaviors with peers.

Shows interest in other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Repeats actions that elicit social responses from others.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Participates in simple back-and-forth interactions with peers for a short period of time.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Engages in simple associative and cooperative play with peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

**4.c. Develops ability to use simple strategies to resolve conflicts with peers.**

Reacts to conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Expresses feelings in a conflict situation through actions.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Identifies and communicates needs in a conflict situation.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Uses a variety of simple strategies to resolve conflict with peers.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

## Social Studies

### 1. People, Communities and their Environment

#### 1.a. Develops awareness of own culture and other characteristics of groups of people.

Shows awareness of self and other people.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Demonstrates preference for familiar adults and recognizes familiar actions and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Identifies self and others as belonging to one or more groups by observable characteristics.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Demonstrates an understanding of own family experiences, routines and traditions.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Identifies traditions of own family and others' cultures and customs.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

#### 1.b. Develops a basic understanding of needs and wants.

Signals needs to others.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Seeks help and begins to meet observable physical needs.	Social-Communication	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Identifies and expresses own needs and wants.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Shows awareness that peers or familiar adults have needs and wants.	Social-Communication	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Recognizes not all needs and wants can be met because of limited resources.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

**1.c. Develops understanding that everyone has rights and responsibilities within a group.**

Responds to changes in adult voice, expression or visual cues.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Shows awareness of familiar people and objects in own environment.	Social-Communication	A. Interactions with Adults	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Responds to guidance when redirected.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Participates in simple routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Follows simple rules.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Identifies simple rules at home and school.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Carries out responsibilities and chores.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Uses rules to promote the common good.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

**1.d. Develops the ability to take care of the materials in the environment.**

Interacts with objects in surrounding environment.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Puts materials in a container.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Returns materials to the correct locations.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Shows awareness of own responsibility to care for the environment.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Demonstrates responsible use and care of resources.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities